



Wisconsin Department of Public Instruction
**CARL PERKINS FORMULA ALLOCATION
APPLICATION FOR SINGLE DISTRICTS**
PI-1303 (Rev. 9-08)

INSTRUCTIONS: Burn application, Excel workbooks, and Word files to a CD and mail to address below. Also, submit two (2) original certification pages (Page 2) and two (2) original teacher signature pages (Page 15) to:

**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ATTN: MARILYN BACHIM
CAREER AND TECHNICAL EDUCATION TEAM
P. O. BOX 7841
MADISON, WI 53707-7841**

Collection of this information is a requirement of PL 109-270.

To assist an applicant when working with templates, activate the show/hide button located on the Standard Toolbar above [it looks like a paragraph symbol (¶)]. When the show/hide button is activated, the applicant will see the areas on the template that need to be completed. (****). The applicant needs to tab, rather than mouse, to move to the areas of the template that have been programmed to receive information.

Beginning in 2009-10, Sections II, III, IV, V, VI, VII, and VIII of this application will be approved for three fiscal years; i.e., 2009-10, 2010-11, and 2011-12. **Beginning in 2010-11**, Sections I, IX, X, and XI will be incorporated into a separate application form, *PI-1303-C (Carl Perkins Formula Allocation Application for Single Districts/Annual Request for Program of Study Funds)*.

SECTION I—ADMINISTRATIVE PROVISIONS

PART A—Cover Sheet

Applicant Agency Name Brett Favre School District SAMPLE--Do Not Copy		District (4 Digit) Code 4444	
LVEC/CTE Coordinator Name Deanna Favre			
LVEC/CTE Coordinator Agency Address Building Name Green Bay East High School			
Street Address 444 Gold Street	City Green Bay	State WI	Zip 53000
LVEC/CTE Coordinator Phone Area/No. (414) 444-4444	LVEC/CTE Coordinator Fax Area/No. (414) 444-4445	LVEC/CTE Coordinator E-Mail dfavre@greenandgold.k12.wi.us	

PART B—General Assurances

1. The eligible recipient shall provide assurances that the eligible recipient will provide a program that is of such size, scope, and quality to bring about improvement in the quality of career and technical programs. (Fed. Req. #6)
2. A DPI certified LVEC/CTE Coordinator shall be employed by the fiscal agent and shall fully oversee all aspects of the project—planning, evaluation, improvement, and implementation of the project.
3. The district will require the entity and its principals involved in any sub-tier covered transaction paid through federal funds, that requires such certification, to ensure it/they are not debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by a federal department or agency. (EDGAR-Part 85)
4. The school board agrees to follow the Department of Public Instruction's Fiscal Agent Policy.
5. Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, program plans, and the approved application.
6. The school district will adopt and use proper methods of administering such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; or (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
7. No funds received under this Act may be used to provide programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students.
8. No funds made available under this Act may be used (1) to require any secondary school student to choose or pursue a specific program of study or major; and (2) to mandate that any individual participate in a program, including a program that requires the attainment of a federally-funded skill level, standard, or certificate of mastery.
9. None of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
10. The control of funds provided to the Local Educational Agency (LEA) under each program, and title to property acquired with those funds, will be in the public agency and that a public agency will administer those funds and property.
11. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.
12. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program the significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.
13. The programs and services provided under this grant will be used to address the needs set forth in the application and fiscal related information will be provided within the fiscal year timelines established for new, reapplying, and/or continuing programs.

SECTION I—ADMINISTRATIVE PROVISIONS (cont.)

Part B—General Assurances (cont.)

14. No board or staff member of a LEA will participate in, or make recommendations with respect to, an administrative decision regarding a program or project if such decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or her or any member of his/her immediate family.
15. Applicant shall comply with all federal and state reporting requirements, a year-end report, quarterly fiscal reports, and other data surveys conducted through federal and state resources.
16. The applicant will file financial reports and claims for reimbursement in accordance with procedures prescribed by the Department of Public Instruction.
17. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each program.
18. The activities and programs that will be performed under this grant will be used to supplement services and not supplant funds from non-federal sources.
19. Each agency receiving funds under this grant shall use these funds only to supplement, and not to supplant state and local funds that, in the absence of such funds would otherwise be spent for activities under this section.
20. Each applicant shall develop and describe in the application the steps to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, national origin (includes limited English proficiency), color, disability, and age. (Section 427 of GEPA)
21. The school district will comply with civil rights and nondiscrimination requirement provisions and equal opportunities to participate for all eligible students, teachers, and other program beneficiaries.
22. The programs and services provided with federal funds under this grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities.
23. Equal access to relevant training and activities shall be provided to meet the needs of males and females who desire to enter occupations that are not traditionally associated with their gender.
24. The LEA will evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate; and that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public.
25. The school district will cooperate in carrying out any evaluation of this program conducted by or for the state educational agency, the secretary, or other federal officials.
26. The LEA will make reports to the state agency or board and to the Secretary as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and that the local educational agency will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the state agency or board or the Secretary deem necessary to perform their duties.
27. Applicant shall adhere to the Stevens Amendment Disclosure (PL 102-141, Section 23, and PL 102-170, Section 511) when issuing statements, press releases, requests for proposals, bid solicitations, and other documents and products describing projects or programs funded in whole or in part with federal money, all grantees, including but not limited to state and local governments, shall clearly state: the percentage of the total cost of the program or project which will be financed with federal money and the dollar amount of federal funds awarded to the project or program.

CERTIFICATION AND SIGNATURES

PART C—Certification/Signatures

THE FOLLOWING SCHOOL OFFICIALS AND STAFF HEREBY AGREE to comply with federal and state regulations regarding maintenance and audits of records in such a way as to avoid commingling of CPA and other funds, b) to submit necessary reports and data; and certify that the information provided in this application is true and correct to the best of our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities will be conducted in accordance with state and federal laws, rules, and regulations and in accordance with Wisconsin Department of Public Instruction policies and program standards.

Name and Title of Fiscal Agent Administrator for Project (District Administrator) Typed

Ted Thompson, District Administrator

Signature of Fiscal Agent Administrator for Project (District Administrator)

Date Signed Mo./Day/Yr.

Name and Title of Administrator Responsible for Project (LVEC/CTE Coordinator) Typed

Deanna Favre, CTE Coordinator

Signature of Administrator Responsible for Project (LVEC/CTE Coordinator)

Date Signed Mo./Day/Yr.

SECTION II—WORKFORCE DEVELOPMENT

Workforce Development—A comprehensive description (with source citations) of basic demographic and workforce data.

1. Provide current population demographics including data by sex and race.

Sample #4 (Samples of sources for demographic information used in 07-08 and 08-09 CPA funding applications):

Wisconsin Department of Workforce Development—Area WDB Projections

Local Chamber of Commerce

US Census Bureau, Local Employment Dynamics

US Census Bureau—American FactFinder I

Worknet

US Department of Labor, Bureau of Labor Statistics

Milwaukee 7, ChooseMilwaukee.com

WiState

UW Extension, Applied Population Lab

WDPI—WINNS

Yahoo Real Estate Website

Milwaukee Journal Sentinel article on demographic changes in area

State of Wisconsin Jobs 2007 literature

ESRI market data service (a business market data service)

The following sample description is from a single district application and references several sources of demographic information:

Utilizing demographic data from the Yahoo Real Estate website related to the community indicates a population of 13,269 with an annual 7.3% annual growth, median age of 39 years and a median income level of \$59,054. Data also indicates approximately 37% of the population are families with children. Median home value is \$237,400 with the median home value of 34 years.

Other demographic sites indicate an area population of 39,999 consisting of city, three towns, and two villages. The mayor of city is currently involved in a study project to determine how the city will deal with the large expected growth as a result of a proposed shopping center project (projection is that the city's population could double in five years). The city's property values have increased one billion dollars in the last five years according to their own records. Currently, there is approximately 1,500 lots under development (developmental plans approved city council).

The Waukesha County Workforce Profile (December 2006) indicates the following employers as "prominent" Kohls Department Stores, One/One Graphics, Waukesha Memorial Hospital, Wal-Mart associates, GE Medical Systems, Target Corporation, Ultra Mart Food, General Electric Systems, Community Hospital - Menomonee Falls, and Cooper Power Systems. Locally, the significant employers are the school district, a hospital, Target Distribution Center, and Roundy's Distribution Center.

Waukesha County statistics indicate largest growth areas to be food service, drinking places, educational services, specialty trade contractors, and health care services. In most instances, discussions center around health care being the largest growth area. The Waukesha County Technical College's School-to-Work consortium reviews market data periodically as shared by the Workforce Development group (housed on the WCTC campus). Specialty trade contractors rank second overall as an area of large expected growth. Waukesha County and the economy will also be experiencing a rapid of number retirements as a result of an aging workforce within the next few years. BUSINESS WEEK magazine just recently had a cover story relating to the baby boomers beginning to apply for social security.

The State of Wisconsin Jobs 2007 literature (Wisconsin Projections 2005-2007) also indicates similar areas of growth as estimated new jobs for 2007. The MILWAUKEE JOURNAL SENTINEL in a story on August 9, 2007 indicated that Hispanics and Asians were moving to the suburbs. Data quoted indicated that 3.2% of the total Waukesha County population was Hispanic consisting of 12,267 individuals, or a 29% increase since 2000. The district has only had a very marginal increase in the minority population probably due to the cost of housing. Asians rose 2.4% or 8,972 individuals. The news story further indicated that the transition to the suburbs had been positive for minorities.

SECTION II—WORKFORCE DEVELOPMENT (cont.)

US Census Bureau indicated year 2000 data Waukesha County is 95.8 white, 2.6% Hispanic/Latino race, 1.0% African American, and Asian 1.7%. School district "data at a glance" indicated that 5.6% of students attending the schools in the district are in the "minority" classification. This a .6% increase over the previous school year.

ESRI market data service (a business market data service), a demographic data by zip code, indicates a population of 32,701 or a total of 12,630 households. Population by race indicates 97.4% are white, .4% black alone, .2% American Indian, .7% Asian or Pacific Islander, .5% some other race, .7% two more races, and 1.7% as Hispanic origin. Median household income is \$76,460 with 34.8% with households over \$100,000 income levels. The problem with most demographic data is that one gets inconsistent numbers among the various sources. What this all amounts to is that one utilizes averages for decision making.

2. Provide any projected changes in current population demographics. The applicant should include data by sex and race if possible.

Sample #4 (focuses on demographic status and enrollment increases to school district enrollments):

The above statistics are expected to remain the same in relationship to the percentages indicated. The district currently has approximately 1,500 housing lots approved for development. The Mayor has indicated that while the population could double in the next five years, those increases are subject to the economy, which at this point, the housing market is experiencing a period of reduced activity.

Recent newspaper articles (MILWAUKEE JOURNAL SENTINEL indicated on October 9, 2007 the school district experienced a 2.85% increase (132) of students for the 07-08 school year and without significant budgetary issues. Two neighboring schools have experienced a 1.54% and 2.85% decline in numbers of enrollments. School district enrollments stated in the Annual School District Report indicates a 7.4% economically disadvantage population, 1.1% English Language Learners, 5.6% minority, and 13.6% students with disabilities.

A new high school rigor program instituted during the 06-07 school year at the high school—the International Baccalurate Program—had enrollments of 88 students during the 06-07 school year. Overall school district enrollments have increased 6.9% in the last three years, from 4,340 students to 4,640 or an increase of 300 students. The school district is one of the few Waukesha County school districts experiencing significant growth which also reflects trends within the community. Currently the school district is involved with a \$49 million dollar building program (two middle schools, a high school fine arts center, and a high school gym addition.) This was accomplished with an approximately 65% positive referendum vote last year. The district has been experiencing very positive support from the community and the school board positions have remained stable, re-electing incumbents with no opposing candidates.

3. List regional (or other relevant) occupational and employment projections leading to high skill, high wage, or high demand occupations. Examples may include projections from Area Workforce Development Boards, Workforce Investment Act advisory bodies/reports, census occupational reports, or other similar labor market data sources. Note: This data should support the selected Programs of Study described in Section X, Part B.

Sample #6 (summarizes the two previous samples and expected occupational trends for the same county):

The majority of employment opportunities in the Waukesha County (2007) would be classified as food service and professional and technical services as well as educational services. The majority of businesses would be classified as professional and technical services, specialty contractors, and merchant wholesalers. Farming is primarily family-owned and operated with few employment opportunities except seasonal part-time. The Milwaukee metropolitan area is a major source of employment opportunities for suburban areas in Waukesha County. In addition, the Hartland Industrial Park continues to be a source of employment.

Largest Waukesha County Private-Sector Employers (1,500+ Employees)

Company	Product	Local Employment
Quad/Graphics	Printer	8,100
Roundy's Supermarket	Grocery retailer	6,800
GE Healthcare Technologies	Medical imaging equipment	6,500
Kohl's Corporation	Department store chain	6,200
ProHealth Care	Healthcare system	5,000
United Parcel Services	Package delivery	2,900
Cooper Power Systems	Electrical distribution equipment	2,300

Prominent Industries in Waukesha County

SECTION II—WORKFORCE DEVELOPMENT (cont'd.)

Industry	Employment (2005)	Average Annual Wage (2005)	5-year change in Employment	Establishments
Food services & drinking places	14,292	\$11,073	3,163	502
Educational services	11,133	\$37,882	653	111
Professional & technical services	11,497	\$57,044	-415	1,136
Merchant wholesalers, durable goods	11,640	\$58,190	-409	849
Administrative & support services	11,364	\$26,967	51	527
Specialty trade contractors	11,016	\$44,790	702	1,007
Fabricated metal product manufacturing	9,269	\$44,602	-301	263
Machinery manufacturing	7,250	\$55,542	-1,483	190
Ambulatory health care services	7,210	\$59,654	1,260	589
Printing & related support activities	7,052	\$43,796	-901	131

As projected through the Occupational Projections for Milwaukee and WOW (Washington, Ozaukee, and Waukesha) Wisconsin Workforce Development Areas, the following jobs will demand the most jobs in 2014: Office and Administrative Support, Food Preparation and Serving Related, Sales, Production, Transportation, and Healthcare Practitioners. Of these, Healthcare Practitioners with 1,190 new jobs and replacements provide the highest wage with an average annual salary of \$65,654. Second in wages is Sales with 3,220 new jobs and replacement with an average annual salary of \$39,048. The lowest wage job is projected to be Food Preparation and Serving Related with 2,470 new jobs and replacements with an average annual salary of \$18,160.

Occupational Title	Estimated Average Annual Openings	Average Annual Salary
Office and Administrative Support	4,210	\$30,210
Food Preparation and Serving Related	3,380	\$18,160
Sales	3,220	\$39,048
Production	2,720	\$31,930
Transportation	2,000	\$29,574
Healthcare Practitioners	1,190	\$65,654

Based on this information, the school district has chosen the following pathways:

SECTION III—CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM DESCRIPTION

School District's Career and Technical Education (CTE) Program Description [Fed. Req. #3 (A)]

1. CTE programs offering a coherent sequence of courses, including *Programs of Study* [Fed. Req. #3(B), #3(C), and #3(D)].

1.a. Describe policy on adoption and implementation of national, state, and local academic content standards in math, science, social studies, and English.

Sample #1

The school district has been in the process of adopting and implementing national, state, and local academic content standards for almost ten years. When the state was considering the 12th grade graduation exam, the district formed K-12 curriculum committees to monitor new and emerging standards. These committees include all teaching staff and are facilitated by a district administrator. The committees are curriculum specific and are required to set goals each year. Standards are always a part of the yearly goal-setting process. Five years ago the district set a goal of mapping all curriculum.

The district purchased a software package called Eclipse, which standardized the curriculum process. Every discipline was required to complete a map for each area of instruction. One of the strands dealt with standards. The teaching staff was required to list the teaching standards that connected with each unit of instruction. In this way, any teacher, administrator, or community member could readily identify where specific standards were being taught. The disciplines of math, science, social studies and English are given paid hours each summer to update maps. In-service time is provided during the school year to allow instructors time to identify cross-curricular links.

Sample #2

With this focus on student learning, the school district has created a web-based curriculum program that is available to all audiences via the district's website. Using the Build Your Own Curriculum Software, the teachers have created curriculum that identifies courses, units, topics, and key concepts. The key concepts for each topic are aligned to local and state academic standards. The policy at the school district is to link the local academic objectives to the state standards which are monitored by the local administrator and the Director of Curriculum and Technology. The school district provides a comprehensive curriculum in all subjects as approved by the Board of Education (BOE). The documented curriculum for subject areas taught shall include those required by Wisconsin Statute and other courses approved by the BOE. The documented curriculum is published in each course syllabus and includes the standards which are cross aligned and integrated within elective areas (including CTE).

The district also provides staff collaboration time in order to align these standards across all course content. As the district moves forward with the POS, this work will be done to align the National knowledge and skill standards. The district also has a policy to offer dual credit options for students. These standards are aligned with the technical college and UW partners curriculum as well as local and state standards.

Yearly data retreats and input from stakeholders drive the curriculum review process. The district also supports curriculum review as part of the strategic planning process with identified goals on increasing student achievement by setting "SMART" goals to measure progress. All curriculum taught within the school district is free from gender, ethnic, and racial bias and provides equity and opportunity for all students enrolled in the district.

Sample #3

The Connections Program augments the career and technical education program offerings. The major focus of this proposal is development and implementation of career pathways that will be integrated with the Career Connections Program. The Career Connections Program includes tech prep, youth apprenticeship, internships, job shadowing, mentoring, school-based learning, and work-based learning. This program will provide students with a sequential competency-based curriculum and a career plan leading to an occupational skill or cluster. This program will provide a course and direction for students. Members of the school staff will be involved in the ongoing development of this program as well as the career pathways.

Both CTE and academic staff will participate in the Career Connections Program. The district has been aligning curricula with the state standards and beginning to cross reference how the CTE courses support the pure academic department standards. The youth apprenticeship curricula has also been analyzed and modified to support different learning styles. Carl Perkins funds will be used to continue to connect the Career Connections Program with existing courses in each academic area and show how curricula in career and technical classes reinforce the employability skills and industry-based skill standards needed in the career pathway the students select. Employer Training Agreements issued by the Department of Workforce Development are used with common safety, health, and environmental precautions.

The school district adopted the Wisconsin Model Academic Standards and are in the process of developing standards

**SECTION III—CAREER AND TECHNICAL EDUCATION
(CTE) PROGRAM DESCRIPTION (cont'd.)**

based on curriculum content area by content area. All curricular areas are in the process of writing a standards-based curriculum. In doing so, the staff will continue efforts of integrating work-based experiences and infusing employability and industry-based skill standards into the curricula.

Continuing to align curriculum to the Wisconsin Model Academic Standards will encourage challenging learning opportunities for all students. Staff development programs which address these issues of student achievement, prejudice, and discrimination. Meeting the needs of each student as well as enforcing the district's non-discrimination policy are all means that to ensure equal education opportunity for all students enrolled.

Professional development has been and continues to be a priority for this district. The district has a Professional Growth Plan. Staff are encouraged to participate in workshops, training, and course work that enhances understanding and application of concepts; to participate in school-sponsored staff development programs; and to network with other professionals by being actively involved in professional organizations. Teachers and counselors have the opportunity to attend educational programs through the Gateway Tech Prep Consortium. All new staff including CTE staff participate in the two-year teacher mentoring program, where ongoing support and assistance is received. Staff participating in the two-year mentoring program will also receive a stipend for participation.

- 1.b. Describe how the academic content standards are integrated into CTE course content and ensure that students who participate in such CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.

Sample #1

With the adoption of the district-wide curriculum mapping software, a standardized document is now available for review by any staff member. All teaching staff have been trained on how to access curriculum standards from any discipline. In-service time has been dedicated to cross-curricular reflection. Carl Zerk's funds have been expended in the past to allow CTE instructors the opportunity to identify where academic content standards are integrated. The current district administrator has requested that all CTE classes be linked to academic competencies. This is evident in the Core Standards for each class offered in the CTE area. Power Standards are also being developed for each CTE class.

Sample #2

The board has supported the development of a comprehensive curriculum that provides all students with a consistent core curriculum and a multitude of elective programs to meet the individual needs and interests of the students, as well as effective assessment tools to measure the level of academic growth achieved by the students. For those students who learn in different ways and at a different pace, the district has developed intervention programs to assist these students to achieve academic success. The BOE, administration and staff have also worked to develop professional learning communities in each of the schools that have provided staff with the opportunity to improve instructional strategies and enhance student learning.

Academic content standards benchmarks, as referred to in the district, are the CTE course content. They are not integrated into it rather they are the content. Twice a month the teaching staff have the opportunity to collaborate across disciplines to integrate projects and measure the amount of standards that are being addressed across discipline areas. The BOE policy states that continuous curriculum and instruction improvement is necessary in order to continue to offer students the highest quality educational opportunities. Located on the district website is the curriculum which can be searched and aligned to either the State of Wisconsin or the Wisconsin Assessment Framework. The curriculum can be further searched by department and/or connecting activities. Having the curriculum on-line for the school community to access has been an invaluable tool to create community collaboration, but more importantly has created a tool that instructors can access to identify what is being taught within the curricular areas identify ways to collaborate across disciplines.

The CTE content areas undergo curriculum review as part of the district's strategic plan and employee evaluation process. The curriculum review process as mentioned above also applies to the CTE content areas. The Director of Curriculum and Technology is responsible for coordinating the review process and the responsibility then shifts to the building level administrator to monitor the implementation of the curriculum and to ensure that the instructors have the adequate resources to teach the curriculum.

Sample #3

The district works with Gateway Technical College in the development of programs and activities for CTE and academic educators. The area districts are active in the Gateway School-toWork Consortium and involve all teachers in activities that provide integration and application of curriculum. The Career Connections Advisory Team (CCAT) will analyze CTE courses and how the courses articulate with post-secondary education and youth apprenticeship curricula. The school district hopes to enhance and update each program to allow students who are involved in CTE education to have a state

SECTION III—CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM DESCRIPTION (cont'd.)

approved skill certificate and maximize advance placement at the Wisconsin Technical College and the University of Wisconsin systems. The district would like to help students develop a career plan to help students have a career goal upon entry into high school. This will be done by developing and implementing career pathways. The counselors will play a major role in helping students select a career pathway that is appropriate for them. A meeting with both CTE and academic teachers and the Director of Instruction will be held to develop a plan to improve or enhance the course offerings and initiate an effective education/marketing plan for parents, students, teachers, and business.

Both academic courses and CTE courses are included in the career pathways. Academic teachers were involved in the career pathways in the following ways _____.

One of the main objectives of the individualized student/parent planning conference is to develop an education and career plan for each student in the district. These plans would be reviewed and evaluated at specific conferences throughout the students' years of attendance in the district. Initially these conferences will be held for all students in grades 5, 8, and 10. Improved student achievement, exploration, and appropriate course selection and placement are the desired outcomes.

All district K-12 counselors (6) and school psychologists (5) completed Level 1 training. A comprehensive school counseling handbook, abstract, and brochures were developed. Level 2 training was completed by 12 counselors (5) and school psychologists (3). The conferencing handbook was developed. In 2007-2008, there was a pilot conferencing at grades 5, 8, and 10. In 2008-2009, 100 percent conferencing at grades 5, 8, and 10. In 2009-2010, pilot conferencing at 9 or 11 (to be determined). All school- and work-based learning experiences will be focused on increasing student achievement. The district's greatest need is the ability for all students to make a successful transition into an occupation area or to post-secondary education. Developing career pathways will help students make better career choices after high school. Students will be actively involved in career development strategies and will apply knowledge obtained from a variety of learning experiences to become successful in today's global economy and changing society and workplace.

A variety of means are used to involve representatives within and beyond the school system in the design, implementation, and evaluation of career and technical programs. These include participation on building leadership teams, program advisory councils, and participation in partnership committees and programs (CCAT). Participants gain information and understanding about educational initiatives (i.e. Carl D. Perkins Federal Act), their purpose, requirements, and legislation.

The goals of this project speak direction to this requirement. By developing and implementing career pathways and building the Career Connections Program, the outcome will be improved career and technical education programs.

Many CTE courses not only align with CTE standards but also with academic standards. There are many agriculture classes waiting for approval from DPI for science equivalency: Biotech, Animal Science, Botany, and Environmental Science. This is a great example of integration of CTE courses and academic courses.

- 1.c. Describe school district policy on adoption and implementation of national, state, and local career and technical standards and how such standards have been integrated into existing CTE courses.

Sample #1

The school district has been in the process of adopting and implementing national, state, and local academic content standards for almost ten years. When the state was considering the 12th grade graduation exam, the district formed K-12 curriculum committees to monitor new and emerging standards. These committees include all teaching staff and are facilitated by a district administrator. The committees are curriculum specific and are required to set goals each year. Standards are always a part of the yearly goal-setting process. Five years ago the district set a goal of mapping all curriculum.

The district purchased a software package called Eclipse, which standardized the curriculum process. Every discipline was required to complete a map for each area of instruction. One of the strands dealt with standards. The teaching staff was required to list the teaching standards that connected with each unit of instruction. In this way any teacher, administrator or community member could readily identify where specific standards were being taught.

The CTE department has advisory committees in each discipline which are used as a resource to help determine future directions for the programs. They meet each year and evaluate curriculum, textbooks, and give recommendations concerning equipment purchases, which has an impact on technical standards.

The disciplines are also part of the district-wide Curriculum Coordinating Committee. This committee evaluates the curriculum and helps disciplines select improvement goals and objectives. A review process is also part of the district plan. All CTE departments are part of a five-year improvement plan. At this time the departments are in phase two of the plan. Each discipline selected an area that was in need of improvement and they are currently using previously collected data to develop a long-range plans. Plus, using the recently developed DPI discipline specific standards for quality programs.

SECTION III—CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM DESCRIPTION (cont'd.)

Input for program improvement in CTE areas is gathered from the following sources: Program Advisory Committees, Tech Prep Consortium, Student/Parent Focus Groups, Business/Education Partnership Committee, Chamber Sponsored Economic Development Committee, and Graduate Follow-Up Study. Each entity provides specific input. Individual program advisory committees are used to gather specific job skill information.

Sample #2

The policy of the school district is to write the curriculum based upon a set of benchmarks for a given course of study. These benchmarks are supported by daily learning targets and the benchmarks are aligned via the online Curriculum Management System (build your Own Curriculum) to state standards. Once this is completed, the school district does a gap analysis using the software to see what governmental standards are not aligning to the curriculum and benchmarks are rewritten to ensure coverage. This is the foundation for all courses in the district. The BOE has adopted the following purposes leading to goal achievement in improved educational quality within CTE courses.

1. Stimulate the writing and/or review of course objectives behaviorally in all curriculum area. The teachers have reviewed course objectives and make connections to 21st Century skills.
2. Articulate curriculum in each program in terms of a specific progression of knowledge, skills and attitudes. Instructors have identified knowledge and skills for curriculum from DPI standards as well as industry standards and will work to integrate these along with the knowledge and skills required under the POS. Instructors continue to work with post-secondary partners to identify courses that can be articulated to provide seamless transitions.
3. Identify curricular omissions and eliminating curricular duplications. CTE instructors are working to identify similar curricular topics and identify areas where collaboration could take place or methods to reinforce the application of the curriculum. This is evident in the work that is happening with hands-on projects across the curricular areas and the start of co teaching with academic departments.
4. Provide a systematic review of programs through both an internal analysis and an external review. The school district will continue to rely on local test scores and identify a way in which the student management system can assist teachers in identifying the scores of students within the courses taken and also link the analysis to the POS. Externally, the school district will continue to work with community and post-secondary partners relying on the feedback provided on STW, service learning, and preparedness of the graduates.
5. Providing opportunities for staff from all district schools to work together constructively toward common goals and learning targets for students. Currently the staff meet twice a month with curricular areas to identify gaps in the teaching standards. The goal is to expand this collaboration and include post-secondary partners with the assistance from CESA.

Sample #3

The district is looking at its CTE and academic curricula to align it with the Wisconsin Model Academic Standards on a K-12 basis. Career and Technical Education teachers are also aligning curricula to determine where CTE classes can reinforce the academic standards and vice versa. CTE is also mindful of integrating the National Skill Standards into the curricular areas. Counselors and teachers will take part in articulation meetings with representatives from the WTCS, specifically the Gateway Technical College District. Curricula will be aligned to give students graduating from high school advanced standing in associate programs and diploma certificate areas. The district will continue to use the Wisconsin Model Academic Standards and WSAS measures to determine its progress. The district schools will work with the CCAT to determine student needs, priorities, and initiatives.

A variety of means will be used to involve representatives within and beyond the school system in the design, implementation, and evaluation of CTE programs. These include representation on building leadership teams, program advisory councils, and participation in partnership committees and programs (CCAT). Participants gain information and understanding about educational initiatives (i.e. Carl D. Perkins Federal Act), their purpose, requirements and legislations.

The school district hopes that by providing a common career software from WISCareers, with common definitions, it will be able to more accurately measure, track, and report career and technical activities. The Career Connections Coordinator will be conducting follow-up surveys, and it is anticipated that success with this in the future will be seen.

The district is working closely with members from business/industry to create programs that develop students' problem-solving and critical thinking skills. Business/industry works at establishing the standard with the schools. It is through collaboration and cooperation that all parties work together to provide students with the understanding and experience to prepare them for those aspects of an industry. This may be done with career and technical student organizations, tech prep, youth apprenticeship, work-based learning, and school-based learning activities. All students in the Career Connections Program which will be evaluated through the Wisconsin Employability Skills Certification program with the following

SECTION III—CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM DESCRIPTION (cont'd.)

opportunities available to students: internships, teacher's assistant, and employment. The high school is analyzing curricula to teach employability skills prior to work-based learning placement. By using the state curriculum for youth apprenticeships, the school district hopes to accelerate students in two-year associate programs and adult apprenticeship by advanced placement agreements. In each of the youth apprenticeship competency checklists, employability skills fashioned after the SCANS competencies are included. Employer Training Agreements issued by the Department of Workforce Development are used with common safety, health, and environmental precautions.

Students will be provided with strong experiences and an understanding in all aspects of the industry as a result of a variety of district efforts and practices. These include: continued alignment of curriculum and instruction to state and industry standards; continued emphasis on career planning and exploration, including structure, purposeful opportunities for student exposure; and cultivation of partnerships with business, post-secondary institutions and community-based organizations.

Pupil services staff has developed a comprehensive school counseling program that is based on the new Wisconsin Comprehensive School Counseling Model. This program is designed to align with the state standards and benchmarks developed for school counseling curriculum in Wisconsin school districts. Counselors have gone through Level 1 and Level 2 training. Counselors will go through Level 3 training when the training is available. This is when the advisory committee will be developed. The major element of this program will be the development, piloting, and implementation of the individual student/parent planning conference to develop an individualized learning plan. Conferences will assist students in the exploration, planning, and training for future education and career objectives. Initially, conferencing will be piloted at grades 5, 8, and 10 in 2007-2008. Action plan calls for 100 percent conferencing at these same grade levels for 2008-2009, with the high school developing curriculum for grades 9 and 11 in 2008-2009.

- 1.d. Describe how CTE students are provided with strong experience in and understanding of all aspects of an industry. Description must include a minimum of one of the following: work-based learning opportunities, entrepreneurial experiences, safety and environmental issues, cultural diversity/global understanding, and/or integration of specific 21st Century skills.

Sample #1

Adoption of State CTE Content Standards—The school district has taken a proactive stance as it interprets content/skill standards. In the past, curriculum development has been a high priority. It has been a requirement that every course offering have a current curriculum guide. These guides have included a scope and sequence matrix. In the last six years, the school district has required each content area to select Core Learner Expectations for each course. These Core Learner Expectations include the most basic concepts related to the industry being studied.

CTE Standards—As mentioned earlier, each CTE area has developed Core Learner Expectations. The CTE Department has also used competencies for many years. These two concepts have allowed the department to select standards and integrate them into existing courses very easily. Additional work is planned.

Work-Based Learning Courses—The school district offers Co-op, Certified Co-op, and Youth Apprenticeship courses. All of these classes have an employability skills strand and the competencies are based on DPI/Industry-approved skill standards.

Sample #2

Work-based learning opportunities:

1. Students have the opportunity to participate in co-op experiences offered through the high school. The Youth Apprenticeship model is being looked at as a potential opportunity for the 2009-10 school year. The revised program areas and addendums will blend with the POS models at the high school.
2. Students participate in a housing/building project through the Tech Ed department and operate two school-based enterprise programs within the B/TT department.
2. Students also gain work experience through the completion of the ACCT certification.
3. Students also have the option to gain work experience through job shadows, volunteer work, and various service learning options.

Entrepreneurial experiences:

1. Opportunity to participate in the CESA 6/Venture Center Annual Youth Entrepreneurship Summit structured around the 16 clusters. Students participate in round table discussions (with a minimum of 12 local entrepreneurs) participate in idea generation and marketing activities along with financial literacy training.
2. Student have the opportunity to take entrepreneurship courses offered at the high school and participate in Junior

SECTION III—CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM DESCRIPTION (cont'd.)

Achievement activities at the elementary and middle school levels. As an extension of the business department, students have the opportunity to learn and work within two school-based enterprises. A new SBE will be added to the Tech Ed department within the Visual Arts pathway.

3. Students also participate in entrepreneurial ventures through the various student organizations on campus. The students involved in these programs demonstrate leadership skills, citizenship skills, decision making, problem solving and other critical thinking skills through the participation in competitions and community service related activities.

Safety and Environmental Issues:

1. Teaching staff and students benefit from free industry safety training from local business partner AZCO.
2. Students benefit from the safety training offered within the FCS classroom in relation to industry standards in food safety, child safety, and health care. Guest speakers from industry assist with the training of students.
3. Students benefit from the safety training offered within the B/IT department as it relates to security and financial fraud within the SBE operational training and Credit Union training. Industry partners participate in providing and assessing the students throughout the training.
4. Participation in a reality store event measures the level of competence with financial literacy components using a standard web-based testing model.

Cultural diversity/global understanding:

1. The community has a speaker's bureau in which individuals represent various cultures and backgrounds are brought in for students. Within the CTE courses, students are participating in classroom activities related to diversity. The annual fashion show, for example, features garments representing various cultures with models from various backgrounds and ethnicities. The B/IT department develops promotional materials in multiple languages.

Integration of specific 21st Century Skills:

1. The school district has joined the cohort group of districts who will be working with CESA 6 on a three-year sustained process around creating model schools for the 21st Century. These sessions will involve stakeholders from business and industry, post-secondary institutions, school boards, administration, and teachers across discipline areas.
 2. Currently many of the 21st century skills are embedded into the curriculum and evaluated in STW placements and semester target assessments.
 3. These skills are further integrated through the School Counseling Model and POS curriculum knowledge and skill performance criteria.
2. Describe how the school district encourages CTE students to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965). [Fed. Req. #3 (E)]

Sample #1

The school district switched to a block schedule for the 2007-2008 school year. The switch provided an opportunity to create Daily Advisories for every student. These advisories provide a means to deliver curriculum school wide. There is an advisory planning committee that is made up of CTE and core academic staff. The LVEC is also a member of this team.

Examples of curriculum: Career Pathways, Career Portfolios, Learning Styles, Study Skills, Workplace Readiness Skills, Diversity, Tolerance and Labor Market Information. The block schedule will also allow for the expansion of course offerings. In the future, all students will be required to take a personal finance course. A committee has been established to look at graduation requirements. At this time the committee is considering additional math and science requirements plus an informational technology requirement. The school board is investigating making the career portfolio a requirement and connecting graduation credit to it.

With the adoption of the career portfolio, additional emphasis will be placed on career clusters. In the CTE area, where Co-op and Youth Apprenticeship are offered, additional areas are being explored. Service learning is going to be coordinated with advisories. Presently, the district offers the PALS programs, where high school students work with under-achieving elementary students. Job shadowing is still coordinated through the career center.

The career center and computer labs are utilized by students to complete on-line interest inventories, e-portfolios, post-secondary registration, and high school class registration. Plus, students can access their current class grades and assignments.

Sample #2

The district has used a portfolio process for all students which is updated and reviewed on an annual basis. The district also

SECTION III—CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM DESCRIPTION (cont'd.)

relies on data and information from post-secondary partners in assisting students with the appropriate course selections in academic subjects areas to meet post-secondary requirements and career goals. As the district moves further into the implementation with the POS and WSCM, all students will have a clearer picture of the courses needed for success within occupational areas and levels of education.

Sample #3

Many CTE courses are articulated through Gateway Technical College. CTE courses are reviewed annually to get articulation agreements in place. Career pathways are an excellent tool to guide students to take the necessary courses to obtain a high wage, high demand, and high skill job. Many students are encouraged to take advanced courses depending on the career pathway. Students are informed of the value of taking advanced courses and articulated courses at the school district. Advanced placement courses and articulated courses can help students save money by waiving courses the students would have to take at the college level.

3. Describe how funds will be used to promote preparation for nontraditional fields. (Fed. Req. #10)

Sample #1

The biggest change in the last ten years is in the area of career exploration. The career center has provided the opportunity for students to access hundreds of career related resources. There are currently 24 computers in the center to access internet based career resources. There are also hundreds of printed resources on file. Plus, an area has been dedicated to workplace readiness skills. Materials include the following: Interviewing skills, Resume writing, Finding a job, Being a success on the job and advancing on the job. All of these resources are available to any student or staff member. A full time aide is present during school hours. In 2004, additional evening hours were added for the Career Center.

The block schedule has provided another avenue to encourage students to explore non-traditional careers through the daily advisories. Planned curriculum days have provided the opportunity to develop additional career units.

The career center provides programming throughout the year to introduce students to the center and encourage them to return on their own for additional career exploration. Carl Perkins funds will provide partial funding. This will be accomplished in the following ways:

Introduction to the career center to all ninth graders

Career cluster guide development

Career cluster interest inventories

Career cluster videos

Career speakers related to specific clusters

Non-traditional career speakers at our monthly career forums

Tenth grade career report for all english classes

Area employer career opportunity forums

Internet resource presentations

Resume writing forums

Workplace readiness forums

Technical college presentations

Career portfolios 9-12

CTE classes career research units

Sample #2

The school district makes it s priority to address the Wisconsin core indicators, and state adjusted levels of performance. The district absolutely believes in non-traditional programs and will continue to provide programs that meet the local adjusted levels of performance for all populations of students.

The school district aims to assist all students in becoming self-sufficient. CPA funds are targeted to cover the costs associated with training sponsored by CESA 6 on NTO and gender in education. Local and CPA funds are also targeted to assist with field

**SECTION III—CAREER AND TECHNICAL EDUCATION
(CTE) PROGRAM DESCRIPTION (cont'd.)**

experiences for students in non-traditional fields.

Sample #3

The school district will continue to investigate VEERS data to determine if data is accurate and to utilize the information to increase opportunities to increase the participation of non-traditional populations. Students at the school have been encouraged to explore non-traditional classes and careers through the Career Connections Program. Through the Career Connections Program activities and goals, the CPA Core Indicators and non-traditional and special population students with programming opportunities will be addressed.

The technology department does a co-op activity at the middle school with the FCS department to give females an opportunity to see what the technology department has to offer. The technology department also promotes the program to female students by creating useful projects to females, such as building tables, etc. that they could use.

Funds will be used in a variety of ways to help promote non-traditional fields: Career Fairs, CNA program, and field trips.

SAMPLE - DO NOT COPY

SECTION IV--PROFESSIONAL DEVELOPMENT

Staffing, Recruitment, Professional Development, and Retention (Fed. Req. #4 and #12)

1. Summarize how the professional development plan promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE content for each of the following groups: career and technical teachers, academic teachers, school counselors, and administrative personnel.

Sample #1

The LVEC is actively involved in the staff development process for the district. The district committee is comprised of teachers, administration, and coordinators. The LVEC is the coordinator member. Over the last five years, the main emphasis has been related to academic achievement. The CTE disciplines have been asked to demonstrate connections through the development of Core Indicators, Power Standards, and Curriculum Maps.

A continuous improvement model has been established, with all district in-service opportunities being guided by the Wisconsin Model Academic Standards. Time has been provided for staff to work individually, then as a K-12 departments, and finally in cross-curricular settings. The time to meet with peers from a completely different discipline was most valuable, as teachers were provided with unbiased feedback. The feedback generated additional suggestions for the CTE staff to more clearly define the academic standards connections.

The academic staff has been able to see the practical application aspects of CTE and now have a better understanding of how they can inform their students as to where they will use the concepts they teach in a real world setting. School counselors had a similar reaction and have requested additional information.

At the middle and high school level, teachers are in the process of helping to develop a Career Cluster Guide. In June of 2008, a group of twenty staff members met to provide feedback related to school and community connections.

CTE instructors are always encouraged to attend workshops and conferences outside of the district. Carl Perkins funds have been used in the past to encourage teachers to explore new and emerging technology. The school district is looking for teachers to attend sessions dealing with career clusters and portfolios. The school district also encourages integration of CTE and core subjects by _____

Sample #2

The school district makes every effort to meet unique and diverse educational and social needs of minority students, the ever-increasing low-income students, students with special educational needs, and the regular student population. The BOE and community have provided students and staff with sufficient and appropriate educational resources and access to professional development. Staff have the opportunity to meet twice a month to work in cross-disciplinary teams on curriculum development and refinement. The school district also trains all staff in the use of Build Your Own Curriculum on an ongoing basis including curriculum writing and instructional improvement.

The district also involves teachers in the yearly data retreat and information related to these initiatives. In cooperative teams, the instructors evaluate and discuss instructional practices. This training across all departments is essential to create the common vision of why, what, and how the curriculum is being taught within the district. This training is supporting all staff in understanding how the area in which they impact students is connected to career development and academic success for all students.

These initiatives are supported by the school counseling program. The school counselors have been involved in the POS training and have completed Level I and Level II of the WSCM. The completion of this program is being integrated into the implementation phase of the POS work within the district. Counselors will be attending additional professional development workshops specific to cluster implementation in an effort to learn how to effectively promote and use these documents with students and parents. The counselors are working with POS as an extension of the individual learning plans for all students.

The administration supports the collaboration between departments and co-teaching strategies. Administrators are involved in the training and monitoring of professional development that takes place within the building. Mentors/administrative are provided support and the opportunity for peer coaching. Membership in professional organization such as those connected to CTSO or others within CTE discipline areas are encouraged.

Administrators also encourage staff to participate in events hosted by the technical college and local universities. The administration are visible within the community and assist teachers with community partnership connections and encourages participation in teacher externships. Staff are encouraged to participate in the "Tour of Industry," "Business World," and "Christa McCauliffe Academy" programs available during the summer. Staff are also encouraged to continue education and additional professional development opportunities. The professional development and relationships among the staff will prove to be helpful as the school moves forward to provide services for all students as it relates to education and career goals.

Sample #3

SECTION IV—PROFESSIONAL DEVELOPMENT (cont'd.)

Professional development has been and continues to be a priority for this district. The district has a Professional Growth Plan. All teachers, school counselors, and administrative personnel are encouraged to participate in workshops, training, and course work that enhances their understanding and application of concepts; to participate in school-sponsored staff development programs; and to network with other professionals by being actively involved in professional organizations. Teachers and counselors have the opportunity to attend educational programs through the Tech Prep Consortium. All new staff including CTE staff, participate in two-year teacher mentoring program where ongoing support and assistance is received. Staff participating in the two-year mentoring program will also receive a stipend for participation.

The school district also has collaborative time set aside for teachers to collaborate with others in the department as well as work with teachers in other departments to integrate curriculum.

Staff members are encouraged to continue with their education. Faculty members receive a credit reimbursement for classes taken. Staff members are also able to receive health insurance benefits. Staff members can get into sporting events and drama activities free of charge.

The Wisconsin Model Academic Standards are documented in every curriculum guide in the district. Career pathways are being used as a guide for course and curriculum development. Many CTE courses are not only aligned with CTE standards but also academic standards. For example, a business course might be aligned with not only business standards but also language arts and math standards.

2. Describe efforts to improve the recruitment and retention of CTE teachers and leaders and school counselors. Include in the description how individuals from groups under-represented in the education profession are attracted and retained.

Sample #1

The district has a strong program in place to attract and retain CTE staff. All CTE staff members have appropriate licenses and no member is provisionally certified. The new teacher mentoring program is a model and in 2005 the school district received a national award. New teachers to the profession are automatically assigned a paid mentor. They meet on a regular basis and progress is monitored by a mentoring steering committee. District wide training is provided monthly for all mentors. The LVEC is on the Mentor Steering Committee. The LVEC is the lead person on the mentor training team. At this time the district has one female Tech. Ed. instructor and in the past there was a male FCS instructor and a female Ag teacher.

Sample #2

In the event of an opening within the school district, administration contacts teachers internally for recruitment of those in the field who may be looking to relocate and also contacts local/state colleges graduating students in the licensure area. Requests for applications are published on the school Intranet, the state jobs network, local newspapers, and with contacts in the field.

The school district has a mentoring program for all new hires within the district to assist with retention, including those under-represented in the teaching field. The district offers a new employee orientation and mentoring program. Teachers are paired with mentors based on content area similarities. The program requires that mentors and mentees complete specific activities throughout the process and include evaluations from administration throughout the year to monitor process and assist with areas in need of development. CESA, along with institutions of higher education are also involved in the monitoring and development of professional development plans.

All staff are encouraged to participate and seek support from labor organizations, content area professional organizations and continuous learning through higher education. Staff have the opportunity to participate in professional development outside of the district to personalize learning and address needs.

3. Describe efforts to improve the transition of individuals from business and industry to teaching, if applicable.

Sample #1

Two times in the past there was a need to hire individuals directly from industry. Once in Tech. Ed. and once in FCS. Each time the individuals were assigned a trained mentor. Both individuals were hired as an LTE. The individuals brought tremendous expertise to the classrooms. The New Teacher Mentoring program has improved since that time and if the need arises in the future the district would be able to help the individual to a greater degree.

In recent years. The school district hired a Business teacher who initially had a business degree, but not in education. He started as a part-time instructor and over the past three years has completed his teaching certification. He is now full time, in good standing, and teaches at the middle school.

Sample #2

The school district does not have a specific policy to improve the transition of those individuals from business and industry. In some cases, the district may allow an instructor to work under an emergency license in a specific content area. The district is

SECTION IV—PROFESSIONAL DEVELOPMENT (cont'd.)

fortunate to have support from speakers in industry that work in the classroom with students along side of a certified instructor. If someone from industry were to complete the requirements through the State of Wisconsin for teaching license, the district would offer the same support and mentoring options as all new hires.

SAMPLE - DO NOT COPY

SECTION V—SCHOOL COUNSELING AND CAREER DEVELOPMENT

Comprehensive School Counseling and Career Development (Fed. Req. #11)

1. Describe how comprehensive school counseling is provided to students by addressing the following:

- 1.a. Describe the three domains of school counseling: academic, personal-social, and career development (includes career awareness, exploration, planning, preparation, and management) in elementary, middle, and high schools;

Sample #1

In the Summer of 2007, the school district counseling staff attended Level One training to learn about the new WISCONSIN model. There are three high school counselors, two middle school counselors and one counselor to cover the elementary level. It was a goal to go beyond the initial training and start to develop an action plan. In September of 2007, the LVEC, Director of Student Services, and High School Principal attended a special session, sponsored by CESA, that provided the opportunity to learn about the state and local plan. Below is a synopsis of the plan taking into consideration the three domains. The staff has selected four sub-categories to better define the mission.

Elementary

Guidance Curriculum—Academic Support, Career Awareness, Character Education, Diversity, Growth and Development, Peer Relationships, Protective Behaviors, Conflict Resolution, and Working in Groups

Individual Student Planning—Academic Support, IEP Plans, Records Review, Study Skills, and Transition Services

Responsive Services—Attendance, Conflict Resolution, Consultation, Crisis Counseling, Individual Counseling, Referrals, School Mentoring Program, and Small Group Counseling

System Support—Community Service, Collaboration, Parent Conferences, Community Outreach, Program Evaluation, and Program Management

Middle School

Guidance Curriculum—Career Awareness, Conflict Resolution, Goal Setting, Interpersonal Relationships, Self-Knowledge, Self-Management, Social Skills, and Career Cluster Awareness

Individual Student Planning—Academic Support, Course Selection, IEP Participation, Individual Assessment, Parent Conferences, Records Review, and Test Interpretation

Response Services—Conflict Resolution, Crisis Counseling, Individual and Group Counseling, Individual Intervention Plans, Accommodation Plans, Referrals, and Consultation

System Support—Teaming, Community Outreach, Parent Conferences, Professional Development, Program Evaluation, Program Management, and Safe Schools Program

High School

Guidance Curriculum—Career Awareness, Career Assessments, Course Registrations, Goal Setting, Relationships, Mental Health Awareness, Post-Secondary Options, and Transition Services

Individual Student Planning—Assessment Interpretation, IEP Meetings, Individual Academic Advising, Review of Student Records, Scholarships and Financial Aid, Student/Parent Conferences, Portfolio Review, and Career Cluster Selection

Responsive Services—Conflict Resolution, Crisis Counseling, Consultation, Individual Counseling, Individual Intervention Plan, Referrals, Accommodation Plans, and Student Assistance Program and Guidance Groups

System Support—Building Consultation Team, Career Center Teaming, Course Scheduling, Parent/Community Outreach, Professional Development, Program Evaluation and Management, and School Improvement

Sample #2

The school district recognizes the importance of the whole school concept and has supported groups of school counselors to complete the K-12 Wisconsin Comprehensive School Counseling Model training sessions. The school counselors have completed Level one and Level two training and are currently working on full implementation of these two phases.

Through the academic domain, the school counselors assist students with acquiring the attitudes, knowledge, and skills that contribute to successful learning in school and across the life span. The students also learn about the skills and attitudes necessary to make effective transitions from elementary to middle school, from middle school to high school, and from high school to a wide range of post-secondary options. The students work with counselors and staff to understand how the academic experiences prepare them to be successful in the world of work, in interpersonal relationships, and in

SECTION V—SCHOOL COUNSELING AND CAREER DEVELOPMENT (cont'd.)

the community.

Within the personal-social domain, the school counselors work with students to acquire the knowledge, attitudes, and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others. The students also learn about effective decision-making, problem solving and goal setting and understand the use of safety and wellness skills. These skills are reinforced in the academic and CTE classrooms.

The school counselors also work with students on career development and the ability to acquire the self-knowledge necessary to make informed career decisions. The students learn about the relationship between educational achievement and career development as well as employ career management strategies to achieve future career success and satisfaction.

There are specific benchmarks at grades 4, 8 and 11 in which these main objectives are taught and evaluated for understanding. These benchmarks are being evaluated for current content and evaluation procedures within the academic and CTE classroom settings. The time allocated to deliver the system components are documented on a yearly basis.

Sample #3

The school district has 5 elementary counselors, 2 middle school counselors, and 3 high school counselors.

Academic domain is addressed in the following manner: acquisition of study skills, awareness of educational opportunities, appropriate course selection, lifelong learning, and utilization of test data.

Personal-social domain is addressed in the following manner: development of healthy self-concepts, and development of adaptive and justive social behavior.

Career development is addressed in the following manner: knowledge of career opportunities, knowledge of post secondary options, and need for positive work habits.

Pupil services staff have developed a comprehensive school counseling program that is based on the new Wisconsin Comprehensive School Counseling Model. This program is designed to align with the state standards and benchmarks developed for school counseling curriculum in Wisconsin school districts. Counselors have gone through Level 1 and Level 2 training. Counselors will go through Level 3 training when the training is available. This is where the advisory committee will be developed. The major element of this program will be the development, piloting, and implementation of the individual student/parent planning conference to develop an individualized learning plan. Conferences will assist students in the exploration, planning, and training resulting in education and career objectives. Initially, conferencing will be piloted at grades 5, 8, and 10 in 2007-2008. Action plan calls for 100 percent conferencing at these same grade levels for 2008-2009, with the high school developing curriculum for grades 9 and/or 11 in 2008-2009.

- 1.b. Identify the specific tools, events, or activities being implemented to carry out the career development program;

Sample #1

The school district switched to a block schedule for the 2007-2008 school year. The switch provided an opportunity to create Daily Advisories for every student. These advisories provide a means to deliver curriculum school wide. There is an advisory planning committee that is made up of CTE and core academic staff. The LVEC is also a member of this team.

Examples of curriculum: Career Pathways, Career Portfolios, Learning Styles, Study Skills, Workplace Readiness Skills, Diversity, Tolerance, and Labor Market Information. The block schedule will also allow for expansion of course offerings. In the future, all students will be required to take a personal finance course. A committee has been established to look at graduation requirements. At this time the committee is considering additional math and science requirements, plus an informational technology requirement. The school board is investigating making the career portfolio a requirement and connecting graduation credit to it.

With the adoption of the career portfolio, additional emphasis will be placed on career clusters. In the CTE area, where Coop and Youth Apprenticeship are offered, additional areas are being explored. Service learning is going to be coordinated with advisories. Presently the district offers the PALS programs, where high school students work with under-achieving elementary students. Job shadowing is still coordinated through the career center.

The career center and computer labs are utilized by students to complete on-line interest inventories, e-portfolios, post-secondary registration and high school class registration. Plus, students can access current class grades and assignments.

The school district has conducted a very extensive Graduate Follow-Up study for over twenty years. This survey of students, along with employers, has been used to gather real world information for program improvement. Questions related to work-based learning and needed skills have been added in recent years. The Business/Education Partnership Committee is surveyed frequently to determine what skills are needed by students. The LVEC is Co-Chair of the _____

SECTION V—SCHOOL COUNSELING AND CAREER DEVELOPMENT (cont'd.)

Tech Prep Committee.

The LVEC, Principals, and the Director of Pupil Services have been working with the district counselors who attended the Level One training. (Level Two - 2008) They have presented the plan to the Curriculum Leadership Group and have made a board presentation. The counseling staff has met with the LVEC and is in the process of developing training for the staff. Career cluster information has already been distributed to the students through advisories. Individual learning plans had already been an initiative, so it will become a component of the career portfolio process. The LVEC and counselors are working on a plan to in-service the staff/board/community. A written plan along with timelines has been established.

Sample #2

The school district is currently utilizing WisCareers at both the middle and high school levels for students. The district hosts a parent meeting to demonstrate Wiscareers to allow for access outside of the school day, stimulate conversations on career development at home and also help those parents who may be in need of career information.

The counseling office also sponsors career speakers within career cluster areas for students who have identified an interest in specific industries.

Job placement tours and various career fairs/college fairs are available in which the school community participates.

Area businesses also support speciality career development days within a POS. There is currently a construction and engineering expo in which students are able to participate.

Students have the opportunity to learn about careers related to business and marketing through participation in the two SBE within the B/IT department.

All Sophomore students take a required course called Life Options in which WisCareers is used in collaboration with other programs. Students learn about the use of technology, goal setting, and career preparation.

The partnership with the Chamber of Commerce also provides opportunities for career development through student sponsored activities.

The Tech College and UW schools sponsors events for students at all levels including those seniors who are still undecided in the Spring.

The Tech College also sponsors professional development for counselors and teachers centered on the POS and programs offered within the college.

All students at the alternative school are required to complete interest inventories and complete job shadowing experiences.

There are also special work-based activities for special education students within the district.

The school district works in collaboration with the Career Connection, located within the Fox Valley Chamber of Commerce to assist in the career development of students, and also as a resource for job shadowing experiences and guest speakers.

Sample #3

Students at the middle school and high school level have access to WisCareers. Plans are being made for a September 24 Career Fair to coincide with the Wisconsin Education Fair (WEF).

The school district will be hosting the Wisconsin Education Fair. During this day, juniors and seniors will be attending the Wisconsin Education Fair. Freshmen and sophomores will be taking the ACT Plan and Explore tests. Students will also be attending various seminars on employability skills and life skills. Students will be able to participate in mock interviews with business leaders in the community.

Students in 8th and 10th grade use the WCA to access career interests. This is done in conjunction with WisCareers.

The information from these career assessments will help students complete individual learning plans.

1.c. Describe how the student mastery of the career development grade level standards is ensured; and

Sample #2

Every sophomore student is required to complete the required Life Option Course as part of graduation requirements. This course is focused on career development and skill attainment.

Accountability within the new school counseling system is documented using process, perceptions, and results data from

SECTION V—SCHOOL COUNSELING AND CAREER DEVELOPMENT (cont'd.)

the delivery components. The program also surveys parents, teachers, and students involved in the process to make updates and revisions to better serve the needs of the community. As part of the annual curriculum review, the benchmarks within the WSCM will also be reviewed on an annual basis and placed under the supervision of the counselors and building level administrators. The students are involved in ILP meetings at the determined grade levels within the district and will continue to complete senior exit interviews as part of the process.

The district can also use the web-based tools within WisCareers to indicate the number of students accessing the program and the types of information that each student has completed within the software program.

1.d. Summarize activities that will support student transition to post-secondary education or training.

Sample #1

The school district has two major initiatives in progress. Those being career portfolios and career cluster programming. It is the goal of the district that all students will have a completed career portfolio upon graduation that meets pre-established criteria. Another goal is that all students will have narrowed the career cluster search to one cluster and have established career pathways. Both of these initiatives are being supported by the BOE.

Daily advisories at the middle and high school have provided the perfect delivery system. Activities are already in place that address career awareness, exploration, and planning. Students have been exposed to the basic new career development framework over the last two years. Career center usage is up according to the most recent end-of-the-year report.

Over 70% of juniors attend a college fair in Fond du Lac each year. Each year the counselors set up financial aid sessions for juniors and seniors. College reps. use the career center as a base of operations to visit with perspective students. The career center also hosts "In School Field Trips" where students can be excused from class to attend a presentation by public or private technical colleges. Apprenticeship programs are treated in the same way.

Sample #2

There is a great deal of support to assist students with their post high school transition. Beginning in the fall of 2008 all high school freshmen will have the ILPs including POS outlining post-secondary plans.

The district currently has ten counselors available grades K-12. There are three high school counselors, two middle school counselors, and five elementary counselors serving each individual elementary building. The school counselors are actively involved in the scheduling process for students and monitoring students to ensure the students are on track for graduation and post-secondary entrance requirements. The counselors are in regular communication with the post-secondary institutions and participate in events hosted by these partners on the updates within the college and program areas in order to better serve the students and families. The counselors have been involved with the program of study development discussions and will be an important part of the implementation process. While all counselors will work with students and parents to assist with career choices, the counselors will continue to specialize at times in order to offer services for students. Currently, one of the counselors is designated as the "STW specialist. As they work to deliver services "For all, by all" it will be important to have communication between all counseling staff, teaching, and support staff within the high school and support district.

One of the strengths in assisting students with the support to transition is the number of opportunities to earn dual credit and have a head start on the college education. There are currently 13 courses in CTE that students can earn credits at a technical college while enrolled in high school programs.

The programs mentioned above in 1.b also assist with the transition into post-secondary education and training.

SECTION VI—STAKEHOLDER INVOLVEMENT

Stakeholder Involvement (Fed. Req. #5)

1. Using the following chart, describe how each required stakeholder is involved in the development, implementation, and evaluation of CTE programs. Description should include the role of the stakeholder. If stakeholder is not currently involved, describe plan to involve the stakeholder in the future.

Parents	
Development	<p>The following sample is from a single district application.</p> <p>The Parent Advisory Group meets the fourth Monday of each month that school is in session. These meetings provide an open forum where parents/guardians talk with the building principal. Parents bring questions, comments, and issues that concern them. _____ will preview important upcoming events or weeks ask for input on various issues related to curriculum, programs, student organizations and other opportunities for students at the high school.</p> <p>Parents have been assisting with the development of student skills as many of them accompany the students during the Open-Lab time within the Technology Education Department.</p>
Implementation	Parents assist with the implementation of programs by assisting with resources and connections to business and industry. The parents also assist with guest speaking at CTSO support.
Evaluation	Parents are involved in the evaluation of programs. There are many formal and informal processes in which parents are asked to comment on the school district's programs.
Students	
Development	Students are involved in the district level and graduate exit surveys which impact the programming across all curriculum areas including CTE. Programming is also developed based on student interest and enrollment in programs.
Implementation	The students are the ones who are responsible for the success of the program. If students do not find value and enroll in programs, courses/programs cannot be fully implemented and continue to move forward with additional improvements. The students also impact what methods are used to teach the course. Students are the backbone on the successful implementation of CTSOs and the success of those programs.
Evaluation	The students provide information to the classroom teacher prior to the start of the course and also complete surveys at the end of the course for evaluation purposes on the classroom environment, teaching methods, the curriculum and assessment strategies. Informal evaluations take place when assessing learning in order for the teacher to adapt lessons and curriculum to meet the needs of the students in the course.
Academic Teachers	
Development	<p>Academic teachers support the work of CTE teachers in reinforcing career related programs and the development of cross curricular activities. The teachers have also been involved in the development of an apprenticeship model course, blending the science and health curriculum, and the English and B/IT course level work.</p> <p>Academic teachers have and will become more involved in the POS development and school counseling model moving forward.</p>
Implementation	<p>The teachers co-teach with the CTE department on specific classes impacting the POS.</p> <p>The teachers also work with the technical college to lessen the amount of remediation that is needed at the post-secondary level.</p>
Evaluation	<p>The teachers work with CTE instructors and the business community to evaluate student achievement at all levels using classroom observation and district data.</p> <p>The instructors also undergo curriculum revision and updates with the CTE and school counselors.</p>
CTE Teachers	
Development	CTE teachers directly work on the development of the POS, advisory programs, CTSOs and the blending of academic models. All of these influence the curriculum additions, deletions, and revisions within the various departments.

SECTION VI—STAKEHOLDER INVOLVEMENT

Implementation	The CTE teachers implement the programs described above.
Evaluation	The CTE teachers work with administrators and school counselors to review data points described in the application. The teachers annually review the curriculum and academy model development/improvements.

Post-Secondary Faculty/Staff

Development	The instructors work with school district staff and counselors on career development for all students. They assist the districts with programming for students and career related activities. The post-secondary staff also assists with the development of dual credit agreements and curriculum transitions. The technical college has been a active partner in the development of the POS.
Implementation	The technical college assists with the set up of the curriculum and provides professional development and support related to the dual credit courses and POS.
Evaluation	The technical college programs are reviewed based on advisory program feedback which also impacts the programs at the high school. The programs at the high school have to maintain the level of rigor expected from the technical college in order to keep the programs. Post-secondary partners also assist the district with data and the evaluation of the data as it relates to high school students and CTE programming at the post-secondary level.

School Boards/Members

Development	The Board of Educators (BOE) have been actively involved in the curriculum process and the development of rigorous programming within CTE. The BOE supports the school counseling program, STW programs and the POS development process. One of the school board members is an engineer who is working with the Tech Ed Department to make programming changes.
Implementation	The BOE supports the staffing, curriculum, professional development needs, and materials costs to support CTE programs.
Evaluation	The BOE evaluates programs based on the information that is presented and witnessed through involvement in programs. The BOE assists in the evaluation of curriculum and the curriculum adoption process.

Administrators

Development	The administrators are involved in the curriculum process, the yearly employee performance reviews, and student needs related to CTE. The building level administrators also support the school counseling program and the new ideas surrounding the career development process for students and parents.
Implementation	The administration has supported staff to attend professional development, meet with industry partners, and have common planning time to fully implement programs and improve the learning for students.
Evaluation	The administration is involved in the evaluation of staff performance, curriculum revisions, and student performance.

School Counselors

Development	The CTE Coordinator and a school counselor at the high school have worked with the staff on the development of the POS. The CTE Coordinator has also been involved in the new school counseling training along with counseling colleagues at the school district and have completed two levels of training in the new model. The school counseling office also works closely with the school community in order to place students in STW sites and provide resources for job shadowing and volunteer work.
Implementation	The CTE Coordinator and a school counselor are working on the implementation of the POS along with the ILP for students and will continue to use WisCareers as a tool to assist students with career development and as a way to blend the two programs.
Evaluation	The CTE Coordinator and counseling staff will evaluate the effectiveness of the new counseling model by evaluating participation rates of ILP meetings and WisCareers usage. The staff will also be responsible for meeting the counseling benchmarks and will demonstrate how these benchmarks are being met at all grade levels.

SECTION VI—STAKEHOLDER INVOLVEMENT

Tech Prep Coordinators and/or Tech Prep Consortia

Development	<p>The tech prep coordinator and the CTE Coordinator meet regularly to discuss innovative programming and curriculum topics. The Tech Prep Coordinator has assisted with the development of the POS and provided connections to staff and other Tech Prep Consortia members working on the development of similar POS.</p> <p>The Tech Prep coordinator has worked directly with staff on the matching and creation of curriculum that can be offered to students as dual credit.</p> <p>The coordinator has also worked with the district on the marketing of programs based on industry needs and student interests.</p>
Implementation	The Tech Prep coordinator has provided the time and staff resources to allow for program improvements and curriculum changes.
Evaluation	The Tech Prep coordinator evaluates current programs and determines if it is a suitable match for programs at the technical college. The Tech Prep Coordinator also assists the district with data collection and the preparation of students to require less remediation at the post-secondary level.

Business and Industry

Development	<p>Business and Industry serve through an advisory function to assist with curriculum changes and programming needs. Business and industry also assist with classroom projects, job shadowing and WBL opportunities for students. The industry partners also assist with the marketing of programs and the skill matching of students.</p> <p>A local business works with students on career development and assists with the required Life Options course that all sophomore students take. The local business community in general is supportive of CTE and is willing to assist in classroom projects, speaking engagements, curriculum reviews, and WBL opportunities.</p>
Implementation	Feedback and resources from industry partners assist with the implementation of the POS structure. Business and Industry partners also provide equipment and/or matching dollars to assist with the costs of equipment purchased deemed necessary for career development.
Evaluation	The industry partners assist in the data collection and curriculum review process and the success of STW students.

Labor Organizations

Development	There is a connection to the New North which is driving the POS development, connections to industry and career development for specific industries. The Local 400 is active with the Tech Ed department in the school district and provides input on the welding curriculum.
Implementation	Recommendations and data are used to make decisions regarding the implementation process.
Evaluation	The _____ assist with the collection of regional data that the district uses to influence programming and business connections.

Special Populations as defined in Perkins, Section 3, Definitions

Development	There are specific courses that have been developed for special populations within CTE. Special populations have influenced the work-based learning programs within the high school and the access to CTSO programs.
Implementation	Data points related to student success drive the implementation of programming and support services for special population students in CTE.
Evaluation	Evaluations are completed with the paraprofessional staff when appropriate as well as student feedback. The same evaluation process takes place as with regular education students.

Tribally-controlled post-secondary CTE Institutions, if applicable

Development	n/a
Implementation	n/a
Evaluation	n/a

Other (if applicable):

SECTION VI—STAKEHOLDER INVOLVEMENT

Development	n/a
Implementation	n/a
Evaluation	n/a

2. Provide an overview of the coordination of CTE with relevant groups/organizations beyond the CTE program or outside of the school district. This overview may include high school reform efforts, reading across the curriculum, education committees of the economic development regions, etc. These groups may include Economic Development Regions, Workforce Development Boards, Tech Prep Consortia, other agencies and/or employers with an interest in career preparation and success of all students.

Sample #1

The CT&E department relies heavily on community advisory groups to provide solid input.

Input for program improvement in CTE areas is gathered from the following sources: Program Advisory Committees, Tech Prep Consortium, Student/Parent Focus Groups, Business/Education Partnership Committee, Chamber Sponsored Economic Development Committee, and Graduate Follow-Up Study. Each entity provides specific input. Individual program advisory committees are used to gather specific job skill information. The Tech Prep Consortium is utilized to develop articulation agreements and upgrade curriculum. Student/parent focus groups provide action research data to determine the interest/knowledge of participants in existing programs. The Business/Education Partnership has been invaluable over the years in helping place emphasis on work-based learning skills and were most influential in getting the career center started and equipped. Graduate follow-up data is gathered from past students/employers and provides the district with a measure of student and employer satisfaction related to preparation.

The school district works closely with two institutions of higher learning. Those being Madison Area Technical College and Moraine Park Technical College. Because there is a local campus for Moraine Park located next to the campus we have the majority of articulation agreements with them. Currently there is an Advanced Standing agreement in the area of Printing, with MATC. There are multiple Transcribed Credit agreements with MPTC. Presently there is 20 signed agreements. Business and Industrial Tech. & Manufacturing are the primary areas. There is a goal to develop a Construction Tech. agreement with MPTC. The school district also wants to develop additional agreements with Moraine Park in Child Care and CAD.

There are active Youth Apprenticeship programs in Auto, Machining, Welding, CAD, and Auto Collision.

A future goal is to add Finance, as the school district has a School Credit Union."

Sample #2

The district has also joined the CESA consortium for the 21st Century Skills Partnership professional development process. This three-year program will support the school district in meeting needs of the school district and also of the region. Representatives from industry, chambers of commerce, WFDB, the New North and post-secondary partners (UW and Technical College level) are a part of the planning and delivery of this sustained professional development plan. There will also be specific programming and professional development for school boards in the evening as school districts work through the improvement process. This collaborative effort is being supported by the International Center for Leadership in Education. Dr. Willard Daggett and Nicole Hochholzer will be leading the four-group training sessions yearly for CESA's school districts and community partners. CESA will support the individual districts on specific needs between the four sessions to monitor progress and maintain momentum within the district.

SECTION VII—EVALUATION

Evaluation and Data-Driven Continuous Improvement of CTE, including Programs of Study (Fed. Req. #5 and #7)

1. Describe how the data related to the federal CPA Core Indicators and Wisconsin's State Initiatives is used to improve CTE programming.

Sample #1

Each year the LVEC reviews the CPA Core Indicators and Wisconsin State Initiatives. After the deficiencies have been determined, the LVEC meets with all of the CTE staff to determine an action plan for the core indicators. If it applies only to a specific discipline, the LVEC will meet with the individual(s) and develop a specific plan. The Wisconsin State Initiatives are handled in a similar way, but school wide. Carl Perkins funds have been used in the past to help fund the action plan.

Sample #2

The district collects over 300 data points on all students PK-12. The data is analyzed each year through a district data retreat the culminates in board approved action assessment plans for each school. These plans are based upon the wealth of student data and building team analysis. The district data, along with the CPA Core Indicator data, are broken down and evaluated at a Fall in-service meeting in which CTE staff, the CESA CTE coordinator, representatives from school counseling, and STW participate. During the meeting, the CTE goals are reviewed and revised if necessary. Goal statements and action items are set based on the semester timeframe. One of the frustrations with the reporting is the time that it takes to evaluate the success of a change which will normally not appear within the time that the next year's report is generated. When the needs and action items are identified in late September or early October, the students are already scheduling or close to the completion of the first quarter.

2. Describe the current identified needs for program development, program expansion, and program improvement, including the replacement of outdated courses.

Sample #1

At the end of the 2007-2008 school year, the LVEC met with the school district's Curriculum Leadership Team and proposed the following: Financial Literacy class as a graduation requirement, PLTW curriculum infusion into middle school and high school Tech. Ed., Child Care Dual Credit options with MPTC, and Marketing Department curriculum updates. The Financial Literacy course was approved by the board for adoption in 2010.

New course approval must start in September of each school year. The district has a standard proposal form that must be used. The form requires approval from the individual department before it can be moved on to the department chairs meeting. The next step is approval from the administrative team before the CL Team. Finally, board approval is required in January, if the course will be offered the following school year. Courses are placed in the Course Description Book when approved. If a class does not run for three consecutive years, because of low enrollment, it is removed from the course offerings.

Sample #2

The school district has improved on the recruitment of females in Technology Education, yet that continues to be a struggle on a yearly basis. The Technology Education and FCS departments are working closely on collaborative projects to assist in the exposure of males to FCS and females to Tech Ed. There is a need to increase the recruitment and retention of males within FCS, specifically within Health and Design. Another identified need is within the area of special education.

Labor market data and input from post-secondary partners have influenced the course additions within the health care program and the various programming options within Technology Education. The most recent addition was the creation of a Program of Study and course aligned across Tech Ed and the Business department. A local company approached the school with a need to address worker shortage and provide work experience within this field for students. This partnership started the pathway for students in Health and Design.

The addition of a new apprenticeship math course came out of the needs assessment from the school district data and stakeholder input from business and industry and post-secondary. The school district also has determined a need for a greater emphasis on 21st Century Skills and application as to how that translates into all classrooms within the school district. The school district has joined the CESA consortium for the 21st Century Skills Partnership to develop an action plan around this

SECTION VII—EVALUATION (cont'd.)

3. Describe how student needs and priorities are evaluated in relationship to career development, 21st century skills, employability skills, and other skills.

Sample #1

The student needs and priorities are evaluated by a number of initiatives. First, the graduate follow-up survey is extensive. The school district has been conducting this survey for over twenty years. The document averages about 75 pages and consists of responses to 15 questions related to future education, employment, and satisfaction with high school education. Graduates are asked if their employer can be surveyed and those questions deal with the graduates workplace readiness. The completed survey document is distributed to the entire faculty and school board. Over the years the school district has developed a list of student recommendations. Part of the survey process is a senior exit questionnaire that asks for similar information.

Second, the school district hosts focus groups of students in the career center to discuss workplace readiness skills with members of the Business/Education Committee. The counseling staff has done the same. All of the information is readily available to the CTE staff as program improvements are made.

Sample #2

The school district uses the Wisconsin School Performance Information and post the results of the School Performance Report and Student Assessment Data on the school website. The district also provides the WKCE testing information including informational brochures, administrative guides, online presentations, and information on accommodations to provide assistance based on student needs. The school district also provides information on the Wisconsin Standards and Assessment Frameworks to inform stakeholders with more specific information on the state-created WKCE Assessment Frameworks. These frameworks are more specific than the Wisconsin State Standards and are used to provide parents, students, and teachers with detailed information on Math, Reading, and Science standards that become the backbone for the WKCE test.

Data related to these assessments and other data points collected within the school district drive the goals and priorities within specific buildings. One goal that the district supports is career development and employability skills training for all students. The need has been made clear from community partners, business and industry, post-secondary partners, parents and teachers. The school has a required course called Life Options which supports the goal of providing all students with a background in goal setting, self assessments, and career development. The school district also supports numerous activities for parents and students as previously mentioned in the grant application.

To continue to provide the most relevant curriculum for students in preparation of the 21st Century, the school district supports ongoing professional development at all levels and relies on survey and data information collected from students, parents, graduates, and other community groups.

Sample #3

The students of today should not be taught about yesterday's world. Students need to be prepared by using the 21st century skills. Delavan-Darien School District is striving to reach educational goals, teaching strategies, and assessments that reflect all of the needs of a diverse student population. All administrators will promote, facilitate and direct stakeholders to develop broad and inclusive plans for curriculum, resources, and operations that integrate 21st century skills into every aspect of learning, teaching, and administration. All teachers use professional development to reinforce their content competency and integrate 21st century skills. Students can fully integrate core subjects and 21st century skills. This will allow students to function effectively in personal, community, and workplace environments.

All students will be developing an ILP. To help them with this, students will be using WisCareers and attending the Wisconsin Education Fair.

CTE Teachers are constantly in contact with business and industry to make sure students are learning about employability skills. Businesses tell CTE teachers what they see is lacking in their employees. This helps CTE teachers to change and update the curriculum.

SECTION VII—EVALUATION (cont'd.)

4. Describe types of data collected to evaluate and assess student outcomes. Types of data may include: end-of-course assessments, employer evaluation, student follow-up, student evaluation, enhancements to high school diploma earned, surveys, curriculum mapping, etc.

Sample #1

Input for program improvement in CTE areas is gathered from the following sources: Program Advisory Committees, Tech Prep Consortium, Student/Parent Focus Groups, Business/Education Partnership Committee, Chamber Sponsored Economic Development Committee and Graduate Follow-Up Study. Each entity provides specific input. Individual program advisory committees are used to gather specific job skill information. The Tech Prep Consortium is utilized to develop articulation agreements and upgrade curriculum. Student/parent focus groups provide action research data to determine the interest/knowledge of participants in existing programs. The Business/Education Partnership has been invaluable over the years in helping place emphasis on work-based learning skills and were most influential in getting the career center started and equipped. Graduate follow-up data is gathered from past students/employers and provides the school district with a measure of student and employer satisfaction related to preparation.

Sample #2

As previously mentioned, the school district collects over 300 data points on all students PK-12. The data is analyzed each year through a district data retreat that culminates in board approved action assessment plans for each school. The school district utilizes data from the New North, The Fox Valley Workforce Development Board, Chamber and Technical College on student use of community programs and success/completion of these programs. The school district measures the VEERS summary data and compares it to the success of CTE students to the universe of students. The school district also looks at the ACT/SAT and college prep data to determine the percentage and success of students on these assessments.

The students and parents as previously mentioned complete assessments on the course, school, and preparedness for success after high school. Evaluations from the STW programs and SBE programs assist with students selection, programming decisions, and curriculum revisions needed to create successful transitions for students.

Please see information in question 1 and 2 for the listing of specific data collected.

Sample #3

The school district measures by looking at the students' interests, and then placing them accordingly. The school district then monitors throughout the program and then evaluates it after completion with the student and employer. The data is then used to determine future placements. CTE teachers also try to relate student classroom experiences to the real world. CTE teachers want to try measuring progress by having students take competency tests in various areas. For example, in the administrative and office support pathway, students will have the opportunity to take the MOS (Microsoft Office Specialist) certification in Microsoft Word, Excel, Access, and PowerPoint. By passing these tests, students will show employers that programs are understood and the students are proficient in them.

The CTE department is in the process of updating and creating newly developed curriculum maps for courses to make sure the necessary standards are being taught. Many curriculum maps have been completed, but some do need updating. The school district follows the State of Wisconsin core academic standards as an integral part of the evaluation plan. The WSAS and WKCE tests are used to determine the effectiveness of the curriculum and programs within the school district. The PLTW program has very specific tools and reports used to evaluate the quality of the program. Building principals set building goals each year as does the school district. The school district has been using some online surveys at various buildings to evaluate the performance in the school district.

Some courses in the school district will have evaluations completed by students to get a view of the course. Student input on courses taken is a very valuable tool for teachers to reflect on the course from a student's perspective.

Employee evaluations are completed each grading period for work release and internship students. Youth apprenticeship students are evaluated using the skills standards checklist completed by the employer and site facilitator.

Student follow-up surveys are completed for the VEERS report.

The school district has accelerated credits or AP credits to enhance student's high school diploma.

A CTE employer survey and CTE parent survey is another goal that is needed to improve evaluation needs. The school district is currently looking into using the MAP testing.

SECTION VII—EVALUATION (cont'd.)

5. Describe how data are analyzed and used to evaluate, develop, update, improve, or replace courses, activities, instructional practices, and work-based learning.

Sample #1

The input gathered has helped determine that the following areas should be addressed: Additional work-based learning opportunities, additional articulated classes, implementing career/academic portfolios, additional school district funding in all CTE areas to purchase new and emerging technology.

The input gathered was helpful as strengths are assessed: Strong tradition, community support, high enrollment, success with special needs students, career center, highly qualified staff, curriculum maps completed, business/industry connections.

The CTE department is working closely with the guidance department to use the Career Clusters as a means of program expansion and improvement. Both groups will be working jointly to develop a career cluster guide for students and parents.

The entire Career Portfolio initiative came from involvement with the Business/Education Partnership, Technical Education Consortium, Counselor State meetings, and the local Chamber of Commerce.

The CTE staff, along with the LVEC continually evaluate data as short- and long-range plans are executed.

Sample #2

The school district continues to analyze performance data on common assessments in all curricular areas for programmatic improvement. Courses and areas of study that are not showing a cost/benefit higher than that of regular programming are altered or eliminated. Once such instance was the elimination of the School on the Lake charter school which costed significantly more per student but did not demonstrate significantly higher results on students' assessments. It was discontinued as a result.

The school district also surveys the students, parents, and employers as mentioned above in questions 1-4.

Sample #3

The administration and school board receives bi-monthly reports from the Director of Instruction on the educational programs. The Director of Instruction highlights them on "new or exciting things happening" in the school district. Sometimes students or teachers presenting to the school board, such as the Robotics Club.

Students are evaluated via final exams and final projects. Students are also asked to evaluate the course itself. Follow-up surveys are done for the CTE completers. School counselors evaluate seniors to find out the information about services offered through student services: knowledge of meetings with school counselors, psychologist, college visits, military visits, scholarships, transcripts, individual counseling, financial aid information, academic support, course registration, student work area/computer stations, college planning, career planning, ACT/SAT info, youth options, career connections, literature, alternative high school info, Wisconsin Education Fair, Financial Aid Workshop, Post-Secondary Planning Workshop, college application workshop, tutored study hall, Nova Net, WisCareers. Other questions were asked about who helped them succeed, what the three greatest topics of concern, and what the students wished to have known as a freshman/sophomore.

Teachers are evaluated on an annual basis. A professional development plan is created each year by the teacher to work on individual goals. The school district also offers Pro-Gross throughout the year, early release, and the Back to School Academy. There is also a new teacher program.

Online surveys are done to evaluate various components of the school district. Exit interviews are also done to help improve the school district.

SECTION VIII—SPECIAL POPULATIONS

Career and Technical Special Populations—A description of the means by which members of special populations, including race/ethnic minorities, are not discriminated against in CTE. (Fed. Req. #9)

1. Describe how individuals who are members of special populations are not discriminated against on the basis of their status as a member of the special populations. Note: Students who are economically disadvantaged; foster children; academically disadvantaged; and students preparing for nontraditional fields are not currently protected by federal or state nondiscrimination laws or regulations.
2. Describe the current program(s) related to each special population; identify specific career and technical education needs/barriers that exist for each special population; and identify specific strategies (possible strategy types described below) to meet needs and overcome barriers for each of the special population groups (including racial/ethnic minorities) identified in the following chart.

Note: Districts that are in compliance with Wisconsin's Core Indicators and State Initiatives will most likely still be able to document unmet needs or disproportionate outcomes for special population students and should, therefore, complete the strategies section of the following chart.

[The completed chart for the seven special populations (as a whole) should include strategies related to the following]

- strategies to overcome barriers that result in lowering rates of access to or lowering success in CTE programs on the part of individuals from special population groups [Fed. Req. 8(A)], including racial/ethnic minorities,
- programs that are designed to enable special populations to meet the Wisconsin's Core Indicators and State Adjusted Levels of Performance are met [Fed. Req. 8(B)], and
- activities that will be used to promote high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency for individuals from special population groups [Fed. Req. 8(C)], including racial/ethnic minorities.]

Students with disabilities

Describe current district program(s)

All schools have a comprehensive program with a full range of services from early childhood to age 21. CD, LD, EBD, VI, HI, Speech & Language, Autism, Other health impaired, traumatic brain injury, and related services in OT, PT. Specially designed physical education is provided. PreK-12 programming is in place to provide children with academic, social, emotional, and health support through a comprehensive special education, psychology, and nursing services program differentiated to each child's need. Students are placed in the least restrictive environment with teachers utilizing differentiated instructional practices. CTE teachers work with the special education teachers to fully understand the students' needs based upon their Individual Education Plan (IEP).

Note: How do the school counseling program and the CTE program connect with these other district programs?

Identify specific CTE needs and barriers not met

1. Insufficient funds and personnel are available to fulfill this support function.
2. Lack of a collaborative effort to plan for transition.
3. Transition planning includes the related CTE instructors.
4. Lack of employability skills for all students with disabilities
5. Lack of career exploration of diverse career opportunities before leaving high school
6. Student achievement gaps
7. Adequate Staffing for Job Coaching to help Students Transition into the World of Work
8. Difficult to Locate Community Work-Related Experiences in Small Communities
9. Unable to engage a segment of special education population
10. Adequate Staffing and Space to be able to Provide Inclusion to the Extent Necessary
11. Students with disabilities often lack self-esteem regarding their post secondary educational opportunities/options

Note: The barriers listed here should be addressed in part by the strategies below.

Identify specific strategies to meet needs and overcome barriers

1. A linkage between the teachers, counselors, students and parents will be strengthened with the implementation of Programs of Study and having a crosswalk developed with the IEP.
2. Work-based learning experiences
3. Each high school employs a transition coordinator to work with special needs students to ensure their successful transition into post-secondary life. One of the high priorities of these coordinators is to ensure all students have employability skills by the time they exit high school. Through the work of the transition coordinator at each school, special needs students

SECTION VIII—SPECIAL POPULATIONS

are encouraged to enroll in career and technical education classes, and then to work with the transition coordinator on how to relate these courses to their overall career plans.

4. Collaboration of special and general ed staff on differentiated instruction
5. Transitioning students into community partnerships
6. Increase of paraprofessionals to offset workload of teachers
7. The development of career pathways and programs of study
8. The integration of the transition coordinator to the CTE coordinator team
9. The development of a transition partnership school with UW _____
10. Coaches or teacher aides are scheduled in CTE classrooms.
11. Self-advocacy instruction and practice
12. Increase understanding of how to access support in post-secondary education and in the workplace
13. Response Intervention Model
14. Planning and implementing tiered support systems using the REACH framework
15. Assignment Modifications/Lab Modifications/_____ Modifications are Made by Teachers as Needed
16. Increase Staffing and Examine Different Scheduling Options

Note: how will Carl Perkins funds be used on strategies related to the career development and CTE needs of students?

Students who are from economically disadvantaged families and foster children not currently protected by federal or state nondiscrimination laws or regulation

Describe current district program(s)

1. Free and reduced lunch program
2. Waivers of fees, district pays Class Fees, PSAT Test Fee, ACT Test Fee, AP Exam Fee
3. SAGE school
4. Jump Start
5. After School Homework Club
6. Reading Buddies
7. Saturday School
8. _____ schools and use those resources to support this population
9. We currently have district-wide assessment, grading & reporting committees at the middle and high school levels. We have Continuous Improvement Model (CIM) teams in each building. We also have common assessment workshops offered by the district.
10. The district has a \$40,000 REACH grant which will lead to the development of a systemized response to intervention.
11. The high school is in the planning stages for a professional learning community. It will be implemented _____.
12. The McKinney-Vento Assistance Act provides certain rights and protection for families experiencing homelessness. The district has programming and resources to assist families strengthen education ties.
13. 21st Century learning resource center available for grades 3-8.

Identify specific CTE needs and barriers not met

1. lack of staff needed to provide quality CTE programs to all students
2. lack of funding for CTE programs and CTSOs
3. lack of time for staff members to meet to discuss strategies to assist this population of students
4. Methods to accurately identify students meeting this criterion
5. Lack of funding resources to provide qualified students with additional support (i.e., funds

SECTION VIII—SPECIAL POPULATIONS

	to cover CTSO conference expenses, field trips)
	6. Lack of professional development for teachers to provide them with teaching strategies that are proven to work with students of poverty.
Identify specific strategies to meet needs and overcome barriers	<ol style="list-style-type: none"> 1. We are developing a district-wide standards-based assessment, grading and reporting policy that will allow teachers, including CTE teachers and school counselors to better identify what students know and are able to do. 2. We have CIM teams that include CTE teachers, identifying needs for these students and developing building-based strategies for improving their performance. 3. We have instituted common assessment workshops designed to focus instruction towards the most critical learning targets across all curriculum areas including CTE programs.
Students with other barriers to educational achievement (e.g., academically disadvantaged students) not currently protected by federal or state nondiscrimination laws or regulation	
Describe current district program(s)	<ol style="list-style-type: none"> 1. Tutoring and Peer Tutoring 2. Student progress is continuously monitored 3. Measure of Academic Progress (MAP) assessments for providing longitudinal monitoring of achievements 4. Accelerated remedial reading interventions (Reading 180) are also being implemented 5. Parent-Teacher conferences, along with district communication means, are methods used to keep all parties involved informed and up to date 6. An Alternative High School or education program 7. Charter schools and Charter at-risk school 8. GED 2 program 9. academic assistance 10. differentiated instruction in regular classrooms 11. teacher-directed academic study periods for 5 or less students 12. Building Construction Teams 13. Homework Assignments for Students 14. At-Risk English Classes 15. Summer School Offerings 16. Extra Support Opportunities Before and After School.
Identify specific CTE needs and barriers not met	<ol style="list-style-type: none"> 1. Alternative Education Campus--A School Outside of School 2. Student and Parent Apathy 3. Unable to Engage Students and Parents Effectively in Educational Process 4. Staffing and Budget Issues Limit the Ability to Provide Support for At-Risk Students 5. Some charter schools do not offer CTE-students would have to travel to other schools to attend.
Identify specific strategies to meet needs and overcome barriers	<ol style="list-style-type: none"> 1. Alternative Grading 2. Alternative Diplomas 3. Special Education Teachers work with Classroom Teachers to Direct Modifications 4. Implementing tiered support system following REACH framework 5. Examine Current Staffing Arrangements and Budgets to locate Options to Increase Opportunities that Provide Assistance

SECTION VIII—SPECIAL POPULATIONS

Students who are English Language Learners (Limited English Proficient)

Describe current district program(s)	<ol style="list-style-type: none"> 1. Content based instruction taught by ELL staff 2. WIDA and APT Testing to establish LEP level 3. Students are grouped by English language proficiency level for instruction 4. We currently have Hmong School/Community Liason, translators in each secondary school, and a strong partnership with the Hmong Mutual Association 5. We have a district-wide ELL program.
Identify specific CTE needs and barriers not met	<ol style="list-style-type: none"> 1. It typically takes between 3-5 years to master the Basic Interpersonal Communication Skills (BICS) while it may take 7-10 years to master the Cognitive Academic Language Proficiency (CALP). BICS must be mastered before CALP. Due to the fact that it takes years for some students to master the English language, learning the language itself can be a barrier to academic success. 2. School-parent communication 3. Transportation for workbased learning or CTSO participation may be barriers to some ELL students 4. cultural understanding for all parties involved is a barrier 5. lack of personnel to assist with language barriers 6. lack of resources to assist students (i.e., ELL aides; classroom resources). 7. Newcomers in their junior and senior years who don't have enough of a learning window to become English confident before graduation 8. ELL students continue to face cultural and linguistic barriers to education. We continue to see a significant segment of this population being more transient than other students. This causes difficulty in maintaining a steady flow of education. Services diminish at higher levels when social language is developed, but not to level of WKCE proficiency. 9. ELL Students are isolated 10. ELL students are teased, harassed or shunned 11. Low ELL participation in career & technical education courses and CTSOs.
Identify specific strategies to meet needs and overcome barriers	<ol style="list-style-type: none"> 1. Professional development for teachers that have not had ELL students previously so that they may better understand the communication barrier as well as cultural barriers; 2. Funding for classroom support (personnel, translators) 3. We have begun a policy of incorporating an ELL staff member on all of our curriculum writing teams to ensure that our curriculum is relevant to our ELL populations 4. Provide modified content instruction 5. Differentiate and use bilingual staff to assist students in career awareness, exploration, and preparation 6. Provide modified textbooks and assessments 7. ELL classes in CTE enable students to not only apply their skills to authentic projects, but learn about career opportunities and pathways to follow.

Students preparing for non-traditional fields not currently protected by federal or state nondiscrimination laws or regulation

Describe current district program(s)	<ol style="list-style-type: none"> 1. We have NTO guest speakers 2. We send students to our local TECH College Career Cluster Tours to learn about NTO 3. We use the Comprehensive School Guidance Model and WisCareers to expose students to NTO. 4. Career expo for all 10th grade students 5. Youth Apprenticeships 6. job shadowing
--------------------------------------	---

SECTION VIII—SPECIAL POPULATIONS

	<ol style="list-style-type: none"> 7. career assessments 8. on-line classes 9. distance learning 10. CTSO groups 11. Participation in STEM workshops.
Identify specific CTE needs and barriers not met	<ol style="list-style-type: none"> 1. Increase the number of females and minorities in Technology & Engineering, and the number of males in Family & Consumer Education. [excellent focus for district efforts-bab] 2. Students may not always be aware of the career opportunities available to them, regardless of the field they choose to pursue. More information and exposure to non-traditional career fields needs to take place. 3. In addition, all stakeholders need to be informed of the requirements necessary for post-secondary education. 4. Lack of funding presents problems in this area as well 5. Availability of female tech ed teachers and/or male family/consumer teachers 6. limited number and type of non-traditional careers speakers 7. Stereotypical responses by parents and community 8. Cultural stereotyping of gender and careers is difficult to change.
Identify specific strategies to meet needs and overcome barriers	<ol style="list-style-type: none"> 1. Job-shadowing opportunities to allow students to see men and women in non-traditional careers. 2. Staff will promote awareness of nontraditional career opportunities through field trips, speakers, classroom discussion, displays, and career fairs. 3. Students will be encouraged to explore a wide variety of elective courses, including nontraditional areas. 4. With the renovation of the technology department at _____ High School and _____ High School, the atmosphere of the tech. ed. wing is much more pleasant to students of both genders and the hope is to promote technology education for men and women. 5. We have also employed a female tech. ed. instructor at _____ High School. 6. revising curriculum in both our Family and Consumer Science and Health Occupations classes to make them more appealing to male students 7. Teachers have incorporated, with help from Junior Achievement, a number of men and women speakers in non-traditional health and FCE careers. 8. A School to Careers newsletter published four times per year Public relations activities 10. Participation in programs such as "Opportunities for Wisconsin women in Science, Technology, Engineering, and Math". PLTW, The Tackle Box Project, nanotechnology, food science, and the establishment of a health academy are all current projects which should result in nontraditional enrollment and occupational choices. 11. The development of career pathways and programs of study 12. Career Fair 13. Students Informed through Announcements and Postings of Workshops and Activities Related to Non-Traditional Fields 14. Provide instruction on the benefits of NTO to both students and parents 15. Provide instruction and practice in self-advocacy 16. Provide instruction on rights to a workplace free of harassment and discrimination 17. Provide survival tips and strategies from experienced NTO employees 18. Focus on boys as well as girls 19. Seek employer recognition for students pursuing NTO fields

SECTION VIII—SPECIAL POPULATIONS

20. Provide specific suggestions to all speakers in the school about how best to describe their occupation and what it takes to be successful in terms that appeal to both young men and young women.

Students who are teen single parents

Describe current district program(s)

1. We currently have a school-aged parent program at each high school;
2. The district works closely with families and _____ County to assist students with child care needs,
3. The teen parents support group meets with a coordinator from Head Start and works closely with the pupil services team.
4. Coordination between School Nurse & County Programs, Public Health Nurse, WIC Program
5. Use of Community Child Care Housed in High School
6. Homebound Instruction
7. Family Resource Center Connections
8. Modified Student Schedule
9. WI Teen Parent Program
10. Each high school has a school-age parent coordinator.

Identify specific CTE needs and barriers not met

1. Time to work with individual students regarding career guidance
2. lack of collaborative efforts between transition services and CTE teachers
3. inadequate communication between stakeholders
4. There are no specific programs in place to prepare this group of students for career and technical education training.

Identify specific strategies to meet needs and overcome barriers

1. funding for support services
2. We are working with a school age parent coordinator/counselor to identify strategies to assist career and technical education for this population.

Students who are members of racial/ethnic minority groups

Describe current district program(s)

1. The 2006-07 minority rate was 33.7%, EEL services nearly 20% and free/reduced lunch was nearly 35% of student enrollment.
2. We currently have clubs such as Multicultural Club, Hmong Educational Club, Middle East Club, Japanese Club, Spanish Club, German Club, and French Club. Students for Social Justice Club
3. Freshman Mentoring Program
4. Various cultural and ethnic activities
5. Professional development opportunities are offered in ELL, poverty and cultural awareness in the district
6. We monitor the achievement gaps for various sub-groups of students. We make teachers aware of these achievement gaps as well as tips and suggestions for closing the gaps. This work is strongest at the elementary level in our district.

Identify specific CTE needs and barriers not met

1. A lack of cultural understanding by teachers and classmates makes learning difficult.
2. Transition planning to postsecondary and/or world of work;
3. lack of time and resources for individual support.
4. Barriers include language and cultural issues;
5. lack of personnel to assist with these barriers;
6. lack of effective professional development targeted to assist educators with culturally responsive and respectful curriculum development, instructional strategies, relevant student teacher connections and communications, mentoring, and community awareness.

SECTION VIII—SPECIAL POPULATIONS

	<p>7. Our district has disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. In our case we have a disproportionately high number of black male students identified as EBD. CTE teachers are a part of the team to develop a plan and interventions.</p> <p>8. Diversity awareness. A major barrier to this group is education of staff who are for the most part non-diverse.</p> <p>9. There also needs to be a growth in trust between this population and the school system in general.</p>
Identify specific strategies to meet needs and overcome barriers	<p>1. Professional development for teachers that have not had students who are members of racial/ethnic minorities previously so that they may better understand cultural barriers as well as potential communication barriers;</p> <p>2. funding for classroom support (personnel, translators) and teacher/student resources.</p> <p>3. As a district we are working on a comprehensive plan to address our disproportionality identification. One strategy that has already been implemented is to address multicultural curriculum issues to each of our curriculum writing teams.</p> <p>4. Anti-harassment and respectful communication instruction is covered in all work-based learning programs.</p> <p>5. Diversity circles are used to develop action plans to address harassment.</p> <p>6. The district has established a diversity action team to develop diversity awareness teams within all district buildings and programs.</p>

SAMPLE - DO NOT COPY

SECTION IX—COMPLIANCE WITH CORE INDICATORS AND STATE INITIATIVES

Compliance with Federal CPA Core Indicators and State Initiatives (Fed. Req. #2)

The applicant completes Sections IX.1 and IX.2. The "source document" for compliance with federal CPA Core Indicators and State Initiatives is the FY '07 District Profile. The '07 District Profile is available on the DPI website at <http://www.dpi.wi.gov/cte/veersprofiles.html>. Using the coding on the '07 District Profile, indicate compliance/non-compliance with each of the Federal Core Indicators and State Initiatives. In addition, each strategy to be used to bring a school district into compliance with the Federal Core Indicators and State Initiatives must be identified as an Activity in the Operational Plan (embedded Excel workbook, Section X.). Enter the corresponding Section X, Part C, Activity Number in this chart.

1. Compliance with Federal Core Indicators

Number	Core Indicator	Section X, Part C Activity Number	FY '07 Compliance- (Standard A) Use Drop-down box	FY '07 Compliance- (Standard B) Use Drop-down box
1. S. 1.	Academic Attainment			
1. S. 2.	Skill Proficiency			
2. S. 1.	Completion			
2. S. 2.	Diploma Credential			
3. S. 1.	Placement			
4. S. 1.	Nontraditional Participation			
4. S. 2.	Nontraditional Completion			

2. Compliance with State Initiatives

Number	Initiative	Section X, Part C Activity Number	FY '07 Compliance- (Standard A) Use Drop-down box	FY '07 Compliance- (Standard B) Use Drop-down box
W1	Special Populations			
W2	Gender Participation In Secondary CTE Programs			
	a. Career and Technical Education			
	b. Agriculture and Natural Resources Education			
	c. Business and Information Technology Education			
	d. Family and Consumer Education			
	e. Health Science Occupations Education			
	f. Marketing Management, and Entrepreneurship Education			
	g. Technology and Engineering Education			

SECTION X—PROGRAMS OF STUDY

PART A—Program of Study Chart [Fed. Req. 3(A)]

1. The applicant completes a *Program of Study Chart* using the embedded *Excel* workbook for each selected *Program of Study*. Double-click to open workbook and save file to desktop.

An applicant must use this chart or an applicant may submit a POS in a locally-developed format as long as the following criteria are met:

- Chart must label the *Pathway* name for each *Program of Study*,
- Chart must be at the *Pathway* level, not Cluster level,
- Chart must reflect both academic and Career and Technical Education courses critical to the *Pathway*, and
- Chart must reflect both secondary and post-secondary sequences of coursework that result in a post-secondary industry related credential, certificate, associate or bachelor's degree.

For a local school district which is at the "planning stage" for development, a *Program of Study Chart* does not need to be completed at this time.

Upon completion of the *Excel* workbook, the applicant must mouse to PART B. Do not tab as this will create a new row.



Program of Study
Chart

SAMPLE - DO NOT COPY

SECTION X—PROGRAMS OF STUDY

PART B—Program of Study Description Complete one chart per Program of Study. Double-click to open the following field to allow selection of the Cluster Name and the associated Program of Study. If a security macro dialog box opens, click the enable macro button. [Fed. Req. 3(A)]

Applicant Agency Name

Cluster	Program_of_Study

Upon completion of the *Program of Study* fields above, the applicant must mouse to question 1. Do not tab as this will create a new row.

1. This *Program of Study* prepares students for occupations that are: Check all that apply but a minimum of one.

☐ High Skill ☐ High Wage ☐ High Demand

2. Does labor market information (LMI) described in *Section II.3* support the selection of the *Program of Study*?

☐ Yes ☐ No

3. What other information was used in the selection of the *Program of Study*? Check all that apply.

☐ Advisory Committee Identified Need ☐ Strong Existing Articulation Agreements
☐ Community Priority ☐ Student Interest
☐ Employer Identified Need ☐ Teacher Identified Need
☐ Post-secondary partner ☐ Tech Prep Consortia
☐ Other—Describe:

4. Who are the partners and how are they involved in the selection, development, implementation, and refinement of this *Program of Study*?

5. What is the progress/status on the five elements (*Wisconsin POS Implementation Model*) for this *Program of Study* prior to the 2009-10 application?

5.a. General or Foundations

Summarize what is in place to support this rating.

☐ Initial Development ☐ Implementation ☐ Refinement

5.b. School Counseling and Career Development

Summarize what is in place to support this rating.

☐ Initial Development ☐ Implementation ☐ Refinement

5.c. Rigorous Curriculum and Quality Instruction

Summarize what is in place to support this rating.

☐ Initial Development ☐ Implementation ☐ Refinement

5.d. Transition Planning and Policy

Summarize what is in place to support this rating.

☐ Initial Development ☐ Implementation ☐ Refinement

SECTION X—PROGRAMS OF STUDY

5.e. Accountability and Continuous Improvement

☐ Initial Development☐ Implementation☐ Refinement

Summarize what is in place to support this rating.

6. Staff Participating in this *Program of Study*

Names of Secondary and Post-Secondary Staff

Title

E-mail address

SECTION X—SIGNATURE

MY SIGNATURE REPRESENTS that the above-named teachers have been involved in this *Program of Study*.Representative Secondary CTE Teacher Signature for the *Program of Study*

Typed Name of Representative CTE Teacher

Date Signed

If the applicant has more than one *Program of Study*, use the embedded file to complete a *Program of Study Description* for each selected *Program of Study*. Double-click to open and save file to desktop.

The applicant must use the following format when naming the file:

10 (fiscal agent name) Section X PART B – POS abbreviate name of the Pathway

For each additional file created, continue with this naming sequence.

Upon completion of the *Program of Study* chart, the applicant must mouse to PART C. Do not tab as this will create a new row.PI-1303 SECTION X
PART B

SECTION X—PROGRAMS OF STUDY

PART C—Program of Study Operational Plan [Fed. Req. 3(A)]

1. Provide a description using the embedded *Excel* workbook of how the applicant plans to budget CPA money for *Programs of Study*. Double-click to open workbook and save file to desktop.



Operational Plan

Upon completion of the *Excel* workbook, the applicant must mouse to question 2. Do not tab as this will create a new row.

2. Provide a rationale for all budgeted items identified in *Operational Plan*.

SAMPLE - DO NOT COPY

SECTION XI—SUMMARY OF USE OF CPA FUNDS

Summary of Use of CPA Funds

Summarize costs by the following use of funds:

Program of Study: Required Uses of Funds		Federal Amount Budgeted FY '10
R1	"Integrate academics with CTE programs through a coherent sequence of courses	
R2	Link CTE at secondary level and CTE at post secondary level	
R3	Provide students with strong experience in and understanding of all aspects of an industry which may include work-based learning experiences	
R4	Develop, improve, or expand the use of technology in CTE	
R5	Provide professional development programs to teachers, faculty, counselors, and administrators involved in integrated CTE programs	
R6	Develop and implement evaluations of CTE programs including an assessment of how the needs of special populations are being met	
R7	Initiate, improve, expand, and modernize quality CTE programs including relevant technology	
R8	Provide services and activities that are of sufficient size, scope and quality to be effective	
R9	Provide activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency"	
Program of Study: Permissible Uses of Funds		
P1	"Involve parents, businesses, and labor organizations in the design, implementation, and evaluation of CTE programs	
P2	Provide career guidance and academic counseling for students participating in CTE programs that improves graduation rates and provides information on post-secondary career options (including baccalaureate degree programs)	
P3	Local education and business (including small business) partnerships including work-related experience for students, (internships, co-op education, school-based enterprises, entrepreneurship, and job shadowing related to CTE), adjunct faculty arrangements for teachers and faculty, and industry experience for teachers and faculty	
P4	Provide programs for special populations	
P5	Assist CTE student organizations	
P6	Provide mentoring and support services	
P7	Leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications designed to strengthen and support academic and technical skill achievement	
P8	Provide teacher preparation programs that address the integration of academic and CTE	
P9	Develop/expand postsecondary program offerings and at times in formats accessible for students including through distance learning	
P10	Develop initiatives that facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs	
P11	Improve or develop new CTE courses	
P12	Develop and support small, personalized career-themed learning communities	
P13	Provide support for family and consumer sciences programs	

SECTION XI—SUMMARY OF USE OF CPA FUNDS

Summary of Use of CPA Funds

Summarize costs by the following use of funds:

Program of Study: Permissible Uses of Funds

P14	Provide CTE programs for adults and school dropouts to complete secondary school education, or upgrade the technical skills, of the adults and school dropouts	
P15	Provide assistance to individuals with previous participation in continuing education or training, or finding an appropriate job	
P16	Support training and activities in nontraditional fields	
P17	Provide support for training programs in automotive technologies	
P18	Pool a portion of funds to not less than 1 other eligible recipient for innovative initiatives such as initial preparation and professional development, accountability systems, or technical assessments	
P19	Support other activities that are consistent with the purpose of this Act	
P20	Administrative Funds*	
Total Requested for Application**		\$0

* No more than 5 percent can be used for administrative costs.

** Sum must equal project request; i.e., total on PI-1303, Section X, Part .C and PI-1303-A, Section III.